

2019

Yearbook
Jaarboek



**FACULTY OF HEALTH
SCIENCES**
UNDERGRADUATE

**FAKULTEIT GESONDHEIDS-
WETENSKAPPE**
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PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE

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

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

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NWU OFFICE BEARERS

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Deputy Vice-Chancellor: Assigned functions and Mafikeng campus operations

Prof BMP Setlالتها

Executive Director Student Life

Vacant

Registrar

Prof MM Verhoef

NWU EXECUTIVE DEANS

Faculty of Economics and Management Sciences

Prof S Swanepoel

Faculty of Education

Prof LN Conley

Faculty of Engineering

Prof L van Dyk

Faculty of Health Sciences

Prof AF Kotzé

Faculty of Humanities

Prof P Maseko

Faculty of Law

Prof SPLR de la Harpe

Faculty of Natural and Agricultural Sciences

Prof EE Ebenso

Faculty of Theology

Vacant

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

Ms R Muller, BCom Management (Lyceum), Postgraduate Diploma in Management (NWU)

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)

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

Recreation Sciences

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

Subject Chairs

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)

Dr H Hammill, BSc (Human Movement Sciences) (NWU), BHons (Biokinetics) (NWU), MSc Human Movement Science (NWU), PhD (Biokinetics) (Unizulu).

SCHOOL OF PHARMACY

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

Program leaders

Pharmaceutics

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

Programme for Continuing Inter-Professional Education

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

Subject Chairs

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)

Program leaders

Nutrition

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 Chairs

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 El 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 (Psychology) (NWU)

Program leaders

Psychology

Ms MS Erasmus BMUS (UFS), BMUS HONS (UFS), BA HONS in Psychology (UFS), BA HONS in Language studies, French (UFS), MA in Psychology (Research) (UFS) , MA in French (Teaching French as a Foreign Language) (UCT)

Social work

Dr JPD Steytler, BSW (NWU), MA (Social Work) (Cum Laude) (NWU), PhD (Social Work) (NWU), BA Hons (Industrial Psychology) (NWU)

Subject Chairs

Psychology

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

Social Work

Mafikeng: Dr M. Dube, Assessor Certificate (PrimServ), Certificate in Leadership in HIV Prevention (Colombia University, UCLA and HSRC), Certificate in Capacity Building (Development Centre), B.Soc Sc (Social Work) (UFH), M.Soc Sc (Social Work) (UFH), D.Phil (SW) (NWU-Mafikeng Campus).

Subject Group Coordinators

Psychology

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

Vaal: Mr CI Bekker, BA , BA Hons (Theology), BA Hons (Psychology) MA (Positive Psychology) (NWU)

Social Work

Potchefstroom: Dr H Malan, BA (Social Work) (PU for CHE); BA Honneurs Psychology; MA (Industrial Psychology) (PU for CHE); PhD (Social Work) (NWU)

Vaal: Ms TK Tshehle, BSW (NWU), MA (Social Work) (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)

Program 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).

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

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

Institute for Biokinetics

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 and Learning
4. Prof AKJ (Andrew) Robinson	Deputy Dean: Strategy and Business Development
5. Ms R (Riana) Muller	Senior Faculty Administrator
6. Vacant	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 HJ (Hayley) Walker-Williams	Deputy Director: School of Psychosocial Health (VC)
12. Dr EI (Elizabeth) Smit	Deputy Director: School of Psychosocial Health (MC)
13. Dr MJ (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. Prof HB (Herman) Grobler	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

Name	Designation
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

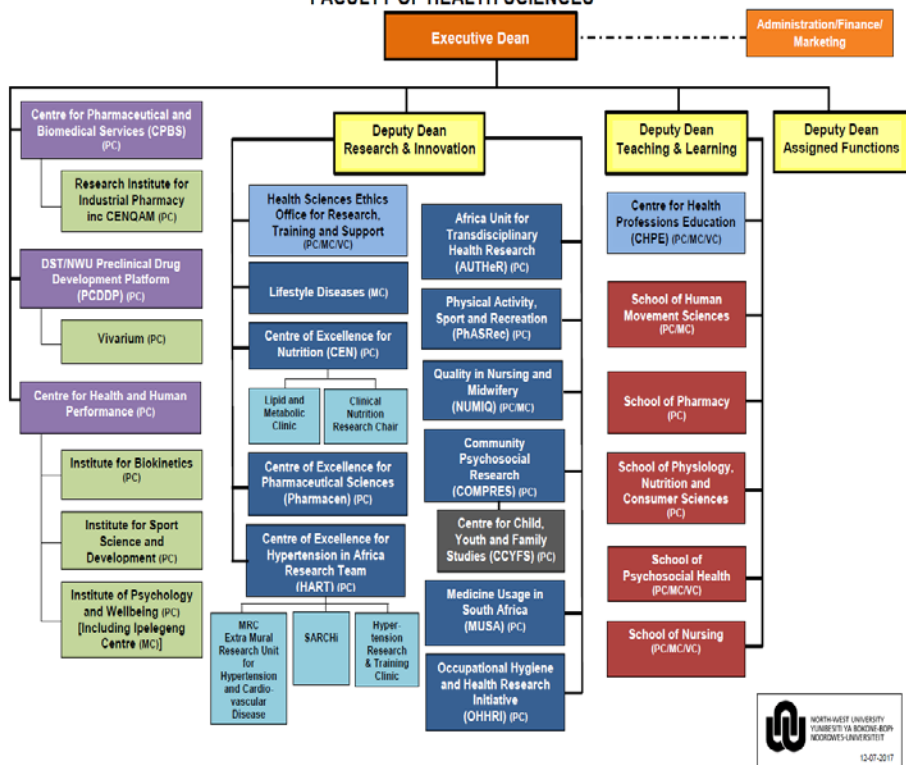
FACULTY BOARD

Name	Designation
1. Prof AF (Awie) Kotzé	Executive Dean (Chairperson)
2. Prof J (Jeanetta) du Plessis	Deputy Dean: Research and Innovation
3. Prof AKL (Andrew) Robinson	Deputy Dean: Strategy and Business Development
4. Prof QM (Michael) Temane	Deputy Dean: Teaching and Learning
5. Prof P (Petra) Bester	Director: Research Unit: Africa Unit for Transdisciplinary Health Research (AUTHeR)
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
8. Prof LJ (Lesetja) Legoabe	Director: Centre of Excellence for Pharmaceutical Sciences (Pharmacen)
9. Prof JL (Johan) du Plessis	Director: Niche Area: Occupational Hygiene and Health Research Initiative (OHHR)
10. Prof M (Minrie) Greeff	Head: Ethics Office
11. Prof AF (Anne) Grobler	Director: DST / NWU Preclinical Drug Development Platform (PCDDP)
12. Prof HB (Herman) Grobler	Director: Focus Area: Community Psychosocial Research (COMPRES)
13. Prof SM (Grieta) Hanekom	Director: School of Physiology, Nutrition and Consumer Sciences
14. Prof AG (Alida) Herbst	Director: School of Psychological Health
15. Prof HW (Hugo) Huisman	Director Centre of Excellence: Hypertension in Africa Research Team (HART)
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 (NUMIQ)
18. Prof SJ (Hanlie) Moss	Director: Focus Area: Physical Activity, Sport and Recreation (PHASRec)

Name	Designation
19. Prof GM (Gerda) Reitsma	Head: Centre for Health Professions Education
20. Prof CM (Marius) Smuts	Director: Centre of Excellence for Nutrition (CEN)
21. Dr E Swanepoel	Acting Director: Centre for Pharmaceutical and Biomedical Services (CPBS)
22. Prof S (Sandra) van Dyk	Director: School of Pharmacy
23. Dr M (Molekodi) Matsipane	Director: School of Nursing MC
24. Vacant	Head: Centre for Health and Human Performance
25. Prof Ushotanefe Useh	Director: Lifestyle Diseases (Niche Area)
26. Dr EI (Elizabeth) Smith	Deputy Director: MC_School of Psychosocial Health
27. Dr HJ (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
30. Prof KHB (Karel) Botha	PC_Psychology
31. Prof CB (Tiaan) Brink	PC_Pharmacology
32. Vacant	
33. Vacant	
34. Vacant	
35. Vacant	
36. Vacant	
37. Vacant	
38. Vacant	
39. Vacant	
40. Prof A (Anja) Franken	PC_Physiology
41. Prof LJ (Lesetja) Legoabe	PC_Drug Discovery
42. Prof A (Ansie) Fouchè	VTC_Social Work
43. Prof A (Anel) Petzer	PC_Pharmaceutical Chemistry
44. Prof CA (Choja) Oduaran	MC_Psychology
45. Vacant	
46. Vacant	
47. Vacant	
48. Vacant	
49. Vacant	
50. Dr S (Shani) Botha	PC_Physiology
51. Dr L (Leandi) Lammertyn	PC_Physiology

Name	Designation
52. Dr L (Lusilda) Schutte	PC_Africa Unit for Transdisciplinary Health Research (AUTHER)
53. Dr MR (Makhotso) Lekhooa	PC_Pharmacology
54. Dr TT (Theunis) Cloete	PC_Pharmaceutical Chemistry
55. Dr AG (Ruan) Spies	PC_Psychology
56. Vacant	
57. Vacant	
58. Vacant	
59. Vacant	
60. Ms S (Sonette) du Preez	PC_Physiology
61. Ms V (Vedhna) Lalla	VTC_Social Work
62. Ms NF (Florina) Sizane	PC_Psychology
63. Vacant	
64. Vacant	
65. Ms TD (Tracy) Mkwanazi	VTC_Social Work
66. Prof AE (Alta) Schutte	PC_Hypertension in Africa Research Team (HART)
67. Prof HB (Brian) Harvey	PC_Pharmacology
68. Prof WJH (Wim) Roestenburg	PC_Social Work
69. Vacant	
70. Vacant	
71. Ms R (Riana) Muller	Senior Faculty Administrator
72.	Education
73.	Economic Management Sciences
74.	Humanities
75.	Natural Sciences

FACULTY OF HEALTH SCIENCES



Please note that the Afrikaans version of this yearbook will be available on request.

HSC.1 FACULTY RULES

HSC.1.1 AUTHORITY OF THE A-RULES

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

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

HSC.1.2 STRUCTURE OF QUALIFICATIONS

All generic undergraduate programmes are aligned according to the HEQSF process and University requirements.

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

The Diploma in Coaching Science (8EN A01; G201P/M) is structured accordingly to A-Rule 1.2 and subject to specific faculty rules. It has a total credit load of 252.

Diploma

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

The 360 Bachelor's Degrees are structured accordingly to A-Rule 1.2 and subject to specific faculty rules.

Bachelor's Degree

NQF exit level	7
Minimum total credits	360
Minimum credits at level 6	120

The 480 Bachelor's Degrees are structured accordingly to A-Rule 1.2 and subject to specific faculty rules.

Bachelor's Degree

NQF exit level	8
Minimum total credits	480
Minimum credits at level 6	120

Additional credit allocation, as required by the respective Statutory Councils for the professional degrees, was approved at the Faculty Quality Committee for Academic Standards, Faculty Board (FB) as well as SCAS (A-Rule 1.2.4 & 1.2.6). The total credits of each of the programs are indicated in in the Yearbook of the faculty.

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

Bachelor of Social Work (8EW K01, G401P/M/V) (Total credits = 564)
Bachelor of Pharmacy (8EK K01, G401P) (Total credits = 568)
Bachelor of Science in Dietetics (8EL K01, G401P) (Total credits= 576)
Bachelor of Health Sciences in Occupational Hygiene (8EB K01, G401P) (Total credits = 548)
Bachelor of Health Sciences in Biokinetics (8DR K01, G401P) (Total credits = 572)
Baccalaureus Curationis (BCur) (120101, G409P) (Total credits = 590)
Bachelor of Nursing Sciences (BNSc) (270101, N111M) (Total credits = 540)
(The application for the aligned Nursing programme is in process)

HSC.1.3 FACULTY RULES

Programme-specific and faculty-specific requirements and rules for each programme are specified in the Yearbook and approved at the Faculty Quality Committee for Academic Standards and Faculty Board (FB).

HSC.1.3.1 Duration of study (minimum and maximum duration)

- a) All the undergraduate qualifications are offered on a full-time contact basis.
- b) The minimum and maximum duration of study for each qualification is indicated at the relevant programmes in the Yearbook as follows (A-Rule 1.3.3 and 1.14). Students who want to apply for extension of the study period (A-Rule 1.17) will adhere to the maximum duration of study as indicated in the A-Rule 1.14:

c) Two-year qualifications

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

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

d) Three-year qualifications

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

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

e) Four-year qualifications

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

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

- f) The composition of the relevant curricula are set out at the relevant programmes in the Yearbook and according to A-rules 1.2, 2.1, 3.1, 2.1.5 and 2.1.6.

HSC.1.3.2 Phasing in and out or amendments of programmes and curricula (HEQSF alignment)

- a) The directors of all schools concerned, in consultation with the subject chairs / programme leaders, issue transitional rules where necessary in order to facilitate the transition from existing programmes to new programmes of where amendments where made (A-Rule 1.3.5).
- b) If the curriculum for which a student registered in the previous year was amended in this Yearbook, the student's curriculum will be adjusted to correspond with the version in this Yearbook. If at all possible, adjustments will be made in such a manner that a student's study load is not increased (A-Rules 1.2 and 2.1).
- c) These steps may include electronic communication and changing information on the web page of the faculty.

HSC.1.4 APPLICATION, SELECTION AND ADMISSION TO THE UNIVERSITY

HSC.1.4.1 Application and admission

- a) The **admission requirements** for all formal academic qualifications offered by the University are set out in the Admission Policy as approved by Senate and Council http://www.nwu.ac.za/content/policy_rules (A-Rule 1.5.1.2).
- b) Taking due cognizance of the A-Rules 1.5.1 and 1.5.2 and the Faculty Rules, as contained in the relevant Yearbooks, the University reserves the right to apply e.g. the under mentioned selection model on the basis of which consideration will be given to candidates' applications. /
- c) Where there is an indication of **selection** in the column with the heading "Selection tests" in the following table, specific selection tests are applicable and the guidelines of the selection procedures of the different programmes are available in the quality assurance manual of the faculty.
- d) **Programme-specific additional admission requirements** are provided at the relevant programmes in the Yearbook (A-Rule 1.5.1.3).

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

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

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

examination, may be admitted to a specific study programme by means of a discretionary exemption by the Senate after successful completion of the approved Admissions examination and an approved Bridging programme.

- A student, who obtains Discretionary Exemption, may be admitted to certain study programmes on certain conditions.

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

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

HSC.1.4.2 Qualifications, programmes and curricula (A-Rule 1.2.2)

DEGREE/DIPLOMA	SPECIAL FIELD	REQUIRED NSC SUBJECTS PLUS SELECTION REQUIREMENTS	APS	SELECTION TEST	DURATION	SITE
Diploma in Coaching Science 8EN A01, G201P/M	Coaching	National Senior Certificate	16	Academic paper selection Best average mark	2 years	Potchefstroom/ Mafikeng Fulltime Contact
Bachelor of Health Sciences (WITH)	Physiology and Biochemistry 8DJ H01, G301P	Mathematics level 5 (60-69%) and Physical Science level 4 (50-59%)	24	Academic paper selection Best average mark	3 years	Potchefstroom Fulltime Contact
Bachelor of Health Sciences (WITH)	Physiology and Psychology 8DJ H02, G301P	Mathematics level 3 (40-49%) and Physical Science level 4 (50-59%)	24	Academic paper selection Best average mark	3 years	Potchefstroom Fulltime Contact
Bachelor of Health Sciences (WITH)	Sport Coaching and Human Movement Sciences 8DJ H03, G301P		24	Academic paper selection Best average mark	3 years	Potchefstroom/ Mafikeng Fulltime Contact
Bachelor of Health Sciences (WITH)	Recreation Science and Psychology 8DJ H05, G301P		24	Academic paper selection Best average mark	3 years	Potchefstroom Fulltime Contact
Bachelor of Health Sciences (WITH)	Recreation Science and Tourism Management 8DJ H06, G301P		24	Academic paper selection Best average mark	3 years	Potchefstroom Fulltime Contact
Bachelor of Health Sciences / (WITH)	Sport and Recreation Administration 8DJ H07, G301P		24	Academic paper selection Best average mark	3 years	Potchefstroom Fulltime Contact
Bachelor of Arts in Behavioural Sciences WITH	Psychology & Labour Relations Management		24		3 years	Potchefstroom/ Vaal Triangle Fulltime Contact

DEGREE/DIPLOMA	SPECIAL FIELD	REQUIRED NSC SUBJECTS PLUS SELECTION REQUIREMENTS	APS	SELECTION TEST	DURATION	SITE
	1GR H02, G301P/V					
Bachelor of Arts WITH	Psychology and Geography and Environmental Management 1GB H10, G301P		24		3 years	Potchefstroom Fulltime Contact
Bachelor of Arts WITH	Psychology and Tourism Management 1GB H11, G301P		24		3 years	Potchefstroom Fulltime Contact
Bachelor of Social Science WITH	Psychology 1GG H38 G301M	At least a level 4 (50-59%) success mark for the first (home) language.	24		3 years	Mafikeng Fulltime Contact
Bachelor of Consumer Studies NEW 2019	Consumer Studies 8EF H01, G301P	At least one subject from the natural sciences passed on level 4 (50-59%) (designated natural science subjects: Mathematics or Physical Sciences or Agricultural or Life Sciences). An average mark above 70% in Mathematics literacy will be considered.	24	Applications close 30 June. Late applications will be considered on merit.	3 years	Potchefstroom Fulltime Contact
Bachelor of Consumer Sciences in Food Product Management NEW 2019 (WITH) Food supply	Food Product Management with food supply 8DS K01 - G401P	If chemistry is chosen as an elective in the programme: Mathematics on level 4 (50-59%) and Physical Sciences on level 4 (50-59%) are required. At least one subject from the natural sciences passed on level 4 (50-59%) (designated natural science subjects: Mathematics or Physical Sciences or	24	Applications close 30 June. Late applications will be considered on merit.	4 years	Potchefstroom Fulltime Contact

DEGREE/DIPLOMA	SPECIAL FIELD	REQUIRED NSC SUBJECTS PLUS SELECTION REQUIREMENTS	APS	SELECTION TEST	DURATION	SITE
		Agricultural or Life Sciences). An average mark above 70% in Mathematics literacy will be considered.				
Bachelor of Consumer Sciences in Food Product Management NEW 2019 (WITH) Food communication	Food Product Management with food communication 8DS K02 - G401P	At least one subject from the natural sciences passed on level 4 (50-59%) (designated natural science subjects: Mathematics or Physical Sciences or Agricultural or Life Sciences). An average mark above 70% in Mathematics literacy will be considered.	24	Applications close 30 June. Late applications will be considered on merit.	4 years	Potchefstroom Fulltime Contact
Bachelor of Consumer Sciences in Fashion Retail Management NEW 2019 (WITH) Fashion supply	Fashion Retail Management with fashion supply 8DT K01 - G401P	If chemistry is chosen as an elective in the programme: Mathematics on level 4 (50-59%) and Physical Sciences on level 4 (50-59%) are required. At least one subject from the natural sciences passed on level 4 (50-59%) (designated natural science subjects: Mathematics or Physical Sciences or Agricultural or Life Sciences). An average mark above 70% in Mathematics literacy will be considered.	24	Applications close 30 June. Late applications will be considered on merit.	4 years	Potchefstroom Fulltime Contact
Bachelor of Consumer Sciences in Fashion Retail Management	Fashion Retail Management with fashion communication	At least one subject from the natural sciences passed on level 4 (50-59%)	24	Applications close 30 June. Late applications will be	4 years	Potchefstroom Fulltime Contact

DEGREE/DIPLOMA	SPECIAL FIELD	REQUIRED NSC SUBJECTS PLUS SELECTION REQUIREMENTS	APS	SELECTION TEST	DURATION	SITE
NEW 2019 (WITH) Fashion communication	8DT K02 - G401P	(designated natural science subjects: Mathematics or Physical Sciences or Agricultural or Life Sciences). An average mark above 70% in Mathematics literacy will be considered.		considered on merit.		
Bachelor of Social Work	Social Work 8EW K01, G401P,M,V	Selection: Applications close 30 June. Late applications will be considered on merit	28	Academic paper selection and Psychometric tests / Language requirement: A pass mark of 50-59% (level 4) in the language of teaching and learning concerning home language or first additional language level.	4 years	Potchefstroom, Mafikeng & Vaal Triangle Fulltime Contact
Bachelor of Pharmacy	Pharmacy 8EK K01, G401P	Applications close 30 June. Late applications will be considered on merit. Mathematics on level 5 (60-69%) and Physical Science on level 5 (60-69%)	30	Academic paper selection Best average mark	4 years	Potchefstroom Fulltime Contact
Bachelor of Science in Dietetics	Dietetics 8EL K01, G401P	Selection: Applications close 30 June. Late applications will be considered on merit. Mathematics level 4 (50-59%) and Physical Science on level 4 (50-59%)	26	Academic paper selection & Interview	4 year	Potchefstroom Fulltime Contact

DEGREE/DIPLOMA	SPECIAL FIELD	REQUIRED NSC SUBJECTS PLUS SELECTION REQUIREMENTS	APS	SELECTION TEST	DURATION	SITE
Bachelor of Health Sciences in Occupational Hygiene	Occupational Hygiene 8EB K01, G401P	Selection: Applications close 30 June. Late applications will be considered on merit. Mathematics level 5 (60-69%) and Physical Science on level 5 (60-69%)	27	Academic paper selection Best average mark	4 years	Potchefstroom Fulltime Contact
Bachelor of Health Sciences in Biokinetics	Biokinetics 8DR K01, G401P	Applications close 30 June. Late applications may be considered on merit. Mathematics level 3 (40-49%) OR Mathematics Literacy level 4 (50-59) AND Physical Science OR Life Sciences at least level 4 (50-59%) Students should, prior to starting the course in Biokinetics, be medically fit for the fitness component of the course.	26	Academic paper selection Best average mark	4 years	Potchefstroom Fulltime Contact
Baccalaureus Curationis (BCur) (Phasing out in 2019)	General, Psychiatric, Community Nursing Science and Midwifery 120 101, G409P	Selection: Applications close 30 June. Late applications will be considered on merit. Physical Science or Life Sciences (Biology) or Mathematics passed on level 4 (50-59%). Experience in the practical field ("hospital shadowing") is compulsory.	25	Yes Academic paper selection & Job shadowing Best average mark	4 years	Potchefstroom Fulltime Contact

Bachelor of Nursing Sciences (BNSc) <i>(Phasing out in 2019)</i>	Nursing Sciences 270 102, N111M	Selection: Applications close 30 June. Late applications will be considered on merit. English on level 4 (50-59%), Mathematics on level 4 (50-59%) OR Mathematics Literacy on level 5 (60-69%), Physical Science level 4 (50-59%) OR Life Sciences level 4 (50-59%).	26	Academic paper selection & Interview Best average mark	4 years	Mafikeng Fulltime Contact
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HSC.1.4.3 Qualifications, programmes and curricula - phasing out

DEGREE/DIPLOMA	QUALIFICATION AND PROGRAMME CODE	COMMENTS
Diploma in Sport Science	832 100; G101P/M	Only 3 rd year 2019
Bachelor of Science in Biological Sciences with Physiology and Biochemistry	200 112; G301P	Only 3 rd year 2019
Bachelor of Science in Biological Sciences with Psychology and Computer Science and Information Systems	200 112; G305P	Only 3 rd year 2019
Bachelor of Science in Biological Sciences with Psychology and Computer Science and Mathematics	200 112; G307P	Only 3 rd year 2019
Bachelor of Science in Health Sciences with Physiology and Psychology	200 186; G301P	Only 3 rd year 2019
Bachelor of Health Sciences with Human Movement Science and Recreation Science	8DJ H04; G301P	Only 3 rd year 2019
Bachelor of Arts in Health Sciences with Human Movement Sciences & Psychology	100 167; G301P	Only 3 rd year 2019

Bachelor of Arts in Psychology and Labour Relations	100 170; G301P	Only 3 rd year 2019
Bachelor of Arts in Psychology and Geography and Environment Study	100 172; G301P	Only 3 rd year 2019
Bachelor of Arts in Psychology and Tourism Management	100 175; G302P	Only 3 rd year 2019
Bachelor of Arts in Behavioural Sciences with Psychology and Labour Relations Management	100 143; L303V	Only 3 rd year 2019
Bachelor of Science in Human Movement Science and Physiology	200 187; G302P	Only 3 rd year 2019
Bachelor of Science Consumer Sciences with Business Management	845 100; G303P	Only 2 nd and 3 rd year 2019
Bachelor of Science Consumer Sciences with Tourism Management	845 100; G304P	Only 2 nd and 3 rd year 2019
Bachelor of Social Work	111 101; G403P/M/V	Only 3 rd and 4 th year 2019
Bachelor of Pharmacy	800 101; G413P	Only 3 rd and 4 th year 2019
Bachelor of Science in Dietetics	206 101; G402P	Only 4 th year 2019
Bachelor of Nursing (Management)	269 100; N109M	Only 2 nd and 3 rd year 2019
Bachelor of Nursing (Education)	269 101; N110M	Only 2 nd and 3 rd year 2019
Baccalaureus Curationis (Educationis Et Administrationis)	829 100; G318T	Only pipeline students

HSC.1.4.4 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 (A-Rules 1.5.2.1).

HSC.1.5 CREDIT RECOGNITION AND TRANSFER

- a) A-Rules 1.7 and 2.2 are applicable.
- b) The rules and credit recognition with regards to the academic language proficiency tests and modules are indicated in HSC.1.19.
- c) The procedure and form of written applications, and the conditions for credit recognition and transfer in formal academic programmes and qualifications offered by a faculty are specified in the applicable quality manual of the faculty.
- d) All requests for credit recognition and transfer must be motivated and recommended by the relevant academic programme leaders / subject chairs and ratified by the Faculty Board before recognition will officially be granted.
- e) The Faculty rules stipulate that recognition of credits of modules will apply for a 5 year period. Applications for the recognition of credits of modules longer than the prescribed period will be evaluate on merit by the executive dean (A-Rules 1.7.3 and 1.7.4).
- f) Credit recognition for certain Physiology modules may be requested by the student in accordance with the A-rules.
- g) Other credit recognition and transfer of modules will where applicable be indicated at the relevant programme in the Yearbook.

Requests for credit recognition and transfer must be motivated and recommended by involved academic managers and endorsed by the Faculty Board before recognition will officially be granted. (eg. Other modules from other universities).

The procedure and form of written applications, and the conditions for credit recognition and transfer in formal academic programmes and qualifications offered by the faculty are specified in the applicable quality processes of the faculty.

HSC.1.6 LINKED AND CONCURRENT MODULES

HSC.1.6.1 Linked modules

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

- a) The prerequisites of the modules are presented in the list of modules HSC.2 in the Yearbook.
- b) The module outcomes as well as assessment criteria are presented at HSC.19 in the Yearbook (A-Rules 1.13 and 2.5).
- c) Registration for year modules is done during the first semester.
- d) A student may register for a module only after meeting the prerequisites as set out in the list of modules.

HSC.1.6.2 The passing of a concurrent module

- a) The passing of modules will be specified in the programme-specific requirements as a concurrent requirement for the recognition of the passing of another module, in which case such modules may be taken in a semester prior to, or in the same semester as the module for which it is a concurrent requirement.
- b) Each module must be passed individually (A-Rule 1.13.3).
- c) In the column "prerequisites", the indicated terms (assumed learning) have the meanings given below (A-Rule 1.10.1.4):
 - i) **(40PM): a participation mark of at least 40%** in the indicated module is required to register for the module of which it is a requirement;
 - ii) **(40): a module mark of at least 40%** in the indicated module is required to register for the module of which it is a requirement;

- iii) **no figure in brackets: a module mark of at least 50%** in the indicated module is required to register for the module OF WHICH it is a requirement.
 - d) Except where faculty rules provide otherwise, a student registered for a degree that leads to professional or statutory registration may only register for final year modules after all preceding modules have been passed (A-Rule 2.4). Students are referred to the relevant faculty requirements as indicated at the relevant programmes in the yearbook.
 - e) Students registered in certain professional degrees, who failed one module in the third year level that is a prerequisite for continuing with the final fourth year (practicals / internship etc.) may apply at the executive dean for an additional assessment opportunity. These applications will be evaluated on merit by the school director and programme leader of the relevant programme. If the application for an additional assessment opportunity was successful but the student fail the module, the student will not continue with the fourth year level and has to repeat the whole module. The application of the student must be endorsed by the Faculty Board and noted on the student record card.
- Passing requirements of relevant linked modules to be endorsed by the Faculty Board.

Diploma in Coaching Science

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

Bachelor of Health Sciences with Sport Coaching and Human Movement Sciences

- a) Students who have completed their Diploma in Coaching Science and who want to apply for continuation of study in Sport Coaching and Human Movement Science, must have obtained an average mark of 60% in the first year (excluding PSYC111 and ALDA/E) and 1st semester of the 2nd year in the Diploma programme.

Bachelor of Science

- a) Pre-requisites for the modules in Chemistry, Biochemistry, Mathematics, Computer Science and Statistics, as stated in the Yearbook of the Faculty of Agricultural and Natural Sciences also hold for this programme.

Bachelor of Pharmacy

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

Bachelor of Science in Dietetics

- a) Modules in year level 4 may only be taken once all the modules as prescribed up to year level 3 have been passed.
- b) A participation mark of 50% is required for all modules in year level 4 for admission to examination.
- c) After successfully completing the BSc in Dietetics degree the student will acquire admission to the MSc degree in Dietetics or Nutrition, but is subject to a selection process on the grounds of academic performance as well as availability of capacity in the subject field. The following admission requirements prevail:
 - The student must at least achieve a pass mark of 60% in each of the following modules: NUTT311, NUTT321, NUTR321 and NUTR471 or equivalent modules;
 - Descriptive statistics (STTN111) or an equivalent module is a corequisite (A-Rule 2.3.3.3).

Bachelor of Health Sciences in Occupational Hygiene

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

Bachelor of Health Sciences in Biokinetics

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

Bachelor of Nursing Science (BCur)

- a) The repetition of one module per semester will be approved for continuation to the next academic level, provided that there are no timetable conflicts and that the prerequisites of the modules as stated in HSC.15 were met.
- b) Where two or more modules are repeated in the same semester, the student will not be allowed to continue with the next study year.
- c) However, if you fail general nursing practical modules, you will remain on the class list as a repeater for the year failed. You will also have to repeat the whole practical year module before continuation to the next year (refer to HSC.1.14.1).
- d) A practical module is passed only if everyone of the individual components / stations / procedures of the OSCE examination opportunity were passed, in other words if a student passes 2 out of 3 components / stations / procedures and fails one component / station / procedure, the student will fail the total practical module, regardless of whether the marks system indicates a pass mark.
- e) Students must register at the South African Nursing Council;
- f) It is recommended that a student should register at a professional subject society to obtain indemnity;
- g) If you extend your studies with a year, 50 clinical hours for the year that is repeated (though the practical module passes) will have to be worked again in order to remain competent and as far as it is possible to be accommodated in the timetables.
- h) If a student failed a **theory module**, the student needs to repeat **100%** of the module requirements. If a student have to **repeat a practical module**, the student have to **repeat 100% of the assignments/procedures**, but **only 50 clinical hours** for the practical module failed (**providing that the student completed the required amount of hours in the previous year**).
- i) The compulsory clinical hours prescribed by the Statutory Council for Midwifery Practice is 1000 clinical hours of which 360 hours to be completed in the third year during VPVP372 and the remaining hours in the first semester of the fourth year during VPVP472.
- j) The compulsory clinical hours prescribed by the Statutory Council for Psychiatric Nursing Science Practice (VPEP471) is 1cr = 20 national hours = 28x20 = 560 hours. (A change in credits influence the prescribed clinical hours.)

HSC.1.7 REGISTRATION

HSC.1.7.1 Annual registration

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

HSC.1.7.2 Requirements for active participation by students

A registered (contact or distance) student of the faculty must actively participate in the teaching, learning and assessment activities of every module for which such student is registered as

indicated in the applicable study guide in order to be deemed to be an enrolled student of the faculty (A-Rule 1.10.3).

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

HSC.1.7.3 Amendment, cancellation and discontinuation of registration

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

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

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

HSC.1.7.4 Time table

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

HSC.1.7.5 Relation between credits and teaching periods

The A-Rule is as follows:

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

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

HSC.1.7.6 Simultaneous registration at more than one institution

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

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

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

HSC.1.7.7 Simultaneous registration for more than one qualification

- a) The executive dean concerned may in writing grant a student permission, subject to the limitation on credit load provided for in rule 1.9, to register simultaneously for more than one qualification at the university (A-Rule 1.10.6).

- b) A student's application for simultaneous registration for more than one qualification will be considered on merit if no more than two modules are outstanding before the first qualification can be obtained and other programme requirements as well as requirements of Statutory Councils have been taken into account.
- c) Students who wish to register for the Postgraduate Certificate in Education (PGCE) simultaneously with the first undergraduate qualification in the Faculty of Health Sciences, need to adhere to the following faculty rules:
 - i) if a maximum of two modules of the first qualification are outstanding before qualification can be obtained and the relevant qualification / programme already includes the prerequisite school-directed modules with a view to admission to PGCE, or if the student registered for and passed the prerequisite modules for admission to PGCE during his studies, the student can, according to faculty guidelines, apply for simultaneous registration for more than one qualification;
 - ii) if a maximum of two modules of the first qualification are outstanding before qualification can be obtained and the relevant qualification / programme does not include the prerequisite school-directed modules with a view to admission to PGCE, or the student did not register for and pass the prerequisite modules for admission to PGCE during his studies, the student cannot apply for simultaneous registration for more than one qualification. The student can then only register for the two outstanding modules for the first qualification and apply for the additional prerequisite school-directed modules with a view to admission to PGCE.
- d) No modules may have timetable clashes (A-Rule 1.10.1.2.2).
- e) The practical sessions of PGCE may not take precedence over the class attendance and practical sessions of modules of the first qualification. Students need to adhere to A-Rule 1.12 with regards to exemption from practical work or class attendance in a module.
- f) A student must submit an official request; and, permission for simultaneous registration of two qualifications must be obtained from both faculties, where applicable.

HSC.1.8 EXEMPTION FROM PRACTICAL WORK OR CLASS ATTENDANCE IN A MODULE

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

If exemption from the practical component of a coursework module is granted, the student must register for the module in the subsequent year and, in accordance with the applicable programme specific requirements set out in this yearbook and applicable study guide, make the

necessary arrangements with the lecturer concerned to have the mark that was achieved for the practical component of the module transferred to form part of the module participation mark. These apply to all contact and distance students (A-Rule 1.12.3).

The Faculty of Health Sciences is not in favour of exemption of class attendance (A-Rules 1.12.4 and 1.12.5).

If exemption from class attendance is granted in respect of a module, the student must register for the module in the subsequent year and must comply with programme specific requirements set out in this yearbook and applicable study guide regarding the other required formative assessment opportunities in order to compile a new participation mark in the module concerned (A-Rule 1.12.5).

HSC.1.9 ASSESSMENT

HSC.1.9.1 Determination of the 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 the Yearbook (HSC.19) and applicable study guide except where the module mark is based on continuous assessment or where no participation mark is required (A-Rule 1.13.1.1).
- b) The ratio between theory and practica for the calculation of the participation mark is set out in the study guides of the various modules.
- c) In the case of continuous assessment modules, the module mark is based on the weighted average of the assessments prescribed for the module, according to the weights prescribed for the different assessment tasks (A-Rule 1.13.1.2).
- d) The method of calculating the final module mark will be communicated effectively to students when the teaching of the module begins (A-Rule 1.13.1.3).

HSC.1.9.2 Requirements for admission to the examination

- a) Admission to the examination in any module takes place by obtaining a participation mark (A-Rule 1.13.1.1).
- b) The requirements for a student to be admitted to the examination is to:
 - i) obtain a participation mark of **at least** 40% in the module concerned unless other specific requirements for a particular module are set out in the study guide (A-Rule 1.13.2.1);
 - ii) obtain a participation mark of **at least** 50% for all the modules in the fourth year in Dietetics and Social work;
 - iii) complete the practical work required for the module (where applicable);
 - iv) obtain a participation mark of **at least** 50% for practical modules in Nursing Science and Dietetics; and
 - v) comply with the specific requirements set out in the study guide as well as the module outcomes indicated in HSC.19 of this Yearbook for the specific module.
- c) The participation mark obtained by a student for the first examination opportunity is carried forward to the second examination opportunity for the calculation of the final module mark (A-Rules 1.13.2.2 and 2.5.3.7).
- d) 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.

No participation mark or examination mark is necessary for the following modules. Only satisfactory participation is required:

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

VPLS371 – Lifestyle Enrichment (8 credits)

HSC.1.9.3 Requirements for passing a module

- a) The stipulations of A-Rule 1.13.3 and all the sub-paragraphs are applicable.
- b) The sub-minimum for examinations in all coursework modules is 40% except where a higher sub-minimum is set in the applicable faculty rules (A-Rule 1.13.3.1).
- c) The examination sub-minimum for all practical modules in Nursing Science and Dietetics is 50% (A-Rule 1.13.3.1).
- d) The pass requirement for a module in which an examination was written, is a **final module mark** of 50% (A-Rule 1.13.3.2).

Nursing

- i. A practical module is passed if only everyone of the individual components / stations / procedures of the OSCE Examination opportunity were passed, in other words if a student passes 2 out of the 3 components / stations / procedures and fails one component / station / procedure, the student will fail the total practical module, regardless of whether the marks system indicates a pass mark.
- ii. If you extend your studies with a year, 50 clinical hours for the year that is repeated (though the practical module passes) will have to be worked again in order to remain competent and as far as it is possible to be accommodated in the timetables.
- iii. If a student failed a **theory module**, the student needs to repeat **100%** of the module requirements.
- iv. If a student have to **repeat a practical module**, the student have to **repeat 100% of the assignments/procedures**, but **only 50 clinical hours** for the practical module failed (**providing that the student completed the required amount of hours in the previous year**).
- v. The compulsory clinical hours prescribed by the Statutory Council for Midwifery Practice is 1000 clinical hours of which 360 hours to be completed in the third year during VPVP372 and the remaining hours in the first semester of the fourth year during VPVP472.
- vi. The compulsory clinical hours prescribed by the Statutory Council for Psychiatric Nursing Science Practice (VPEP471) is 1cr = 20 national hours = 28x20 = 560 hours. (A change in credits influence the prescribed clinical hours.)

Social Work: Students who received an incomplete mark for the practicum modules will not get admission to the examinations.

Practical modules sub-minimum for examinations of at least 50%:

Dietetics

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

Nursing

- i. VGP171 - Community Nursing Science Practice (12 credits)
- ii. VFP171 - Fundamental Nursing Science Practice (12 credits)
- iii. VGP271 - Community Nursing Science Practice (12 credits)
- iv. VPWP271 - Minor disorders in practice (16 credits)

- v. VPGP372 - Community and Psychiatric Nursing Science Practice (8 credits)
- vi. VPVP372 - Midwifery Practice I (18 credits)
- vii. VPXP371 - Specialization Nursing Science Practice (16 credits)
- viii. VPBP471 - Health service management practice (8 credits)
- ix. VPEP471 - Psychiatric Nursing Science Practice (28 credits)
- x. VPNP471 - Nursing Research project (8 credits)
- xi. VPVP472 - Midwifery Practice II (32 credits)
- xii. VPER421 - Psychiatric Nursing Science Practice (16 credits)

Social Work

Students who received an incomplete mark for the practicum of the following modules will not get admission to the examinations:

BSWI211, BSWI212, BSWI221, BSWI222, BSWI312, BSWI313, BSWI321, BSWI322, BSWP321 and BSWP471.

- e) 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 set out in the study guide and/or assessment methods regarding the examination sub-minimum and the ratio between the module participation and examination mark.
- f) The pass requirement for a module in which an examination was written, is a **final module mark** of 50% (A-Rule 1.13.3.2).
- g) Subject to the requirements regarding an examination sub-minimum as provided for in faculty rules, a student passes the examination in a particular module if a final module mark of at least 50% is attained in the assessment (A-Rule 1.13.3.2).
- h) In cases where a module is assessed on the basis of continuous assessment, the final module mark is based on the weight accorded to the various continuous assessment tasks as prescribed in applicable module assessment methods and/or programme specific requirements and a student must obtain a weighted average of at least 50% to pass the module.
- i) Considering the allocating of a pass mark in a first semester first-year module, an executive dean may, notwithstanding the provisions of rule 1.13.3.2, in consultation with the academic director concerned, allocate a pass mark of 50% to a first-time entering undergraduate student in one first-year first semester module where the student achieved a final module mark of no less than 40% and an examination mark of at least 50% (A-Rule 2.5.2).
- j) Taking into account rules 1.3.3, 1.14, 1.17 and 1.19.3, an undergraduate qualification is obtained when final verification and audit confirmation is given that a student has successfully completed all the modules prescribed in the applicable faculty rules for the programme of the qualification concerned (A-Rule 2.6.1).
- k) According to A-Rule 1.13.6 and the sub-paragraphs a student who, having used one or both examination opportunities, has passed all modules but one required for a qualification, may apply to the executive dean concerned to be granted a final assessment opportunity in the outstanding module subject to the requirements as indicated in the rules (1.13.6.1 - 1.13.6.6).

HSC.1.9.4 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 requirements set out by the applicable quality processes in the faculty (A-Rule 1.13.7.1).
- b) A student can officially apply at the faculty administrator for access to marked examination work as well as the memoranda (A-Rule 1.13.7.1 and 1.13.7.2).

- c) An application to view a marked script must, in the case of a module in a contact programme, be submitted within five working days after the module examination results were published following the first examination opportunity, within two working days following the second examination opportunity and within ten working days in a distance programme (A-Rule 1.13.7.3).
- d) Marked examination work and the associated memoranda must be viewed and remarked where applicable before the date set for finalising the examination results set in the annual university calendar (A-Rule 1.13.7.9).
- e) A student may request that administrative errors in the calculation of the examination mark found during the review of marked examination work be corrected, or that the work be remarked whether the examination work was reviewed by the student or not (A-Rule 1.13.7.5).
- f) A request for a remark may be preceded by a discussion of the examination work by the student and the lecturer, subject group leader or director concerned (A-Rule 1.13.7.6).
- g) The applicable school director provide procedures for, and the management of the manner in which students may be given access to their examination work and the submission of subsequent requests and submit the approved application to the faculty administrator.
- h) Applications will be considered and approved on the following conditions (A-Rule 1.13.7 and sub-paragraphs):
 - i) the student may view the answer paper and memorandum in the presence of the lecturer and subject group chairperson concerned;
 - ii) the lecturer may give an indication of the problem areas concerned;
 - iii) failures in calculation of marks or questions not marked, will be revised, remarked and recalculated where applicable (A-Rule 1.13.7.5);
 - iv) remarking of examination work at the request of a student is subject to the payment of the applicable fee (A-Rule 1.13.7.7);
 - v) where the remarking of the examination work leads to a change in the assessment result, the original mark is replaced by the changed mark (A-Rule 1.13.7.8);
 - vi) students may still make use of the second opportunity of examinations after access is allowed to marked examination work of the first examination.

HSC.1.9.5 Relation between credit marks and examination papers

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

HSC.1.10 MONITORING OF ACADEMIC PERFORMANCE

- a) Subject to additional arrangements provided for in applicable programme specific requirements, a student whose academic performance is unsatisfactory may be given a written warning by the executive dean concerned, alerting the student to the implications of unsatisfactory academic progress for the completion of the study programme, and providing a basis for the lecturer or programme leader concerned to review the unsatisfactory progress with the student, and for referral for appropriate support, including academic advice, supplemental instruction and study counselling (A-Rule 1.15.2).
- b) If students of a specific year level in a curricula have to repeat one or more modules from a previous year level in a curricula, the following rules are applicable:
 - i) the total amount of credits of the modules which students are allowed to register for are stipulated in A-Rules 1.16.1;
 - ii) the student must make sure that no timetable clashes are brought about thereby;

- iii) if timetable clashes develop as a result of modules that have to be repeated, the modules should then be taken in the following years because no exemption from class attendance will be granted in the event of timetable clashes; and
 - iv) if a student fails to complete modules from a particular year level of the curriculum for which he/she is enrolled in the prescribed minimum period, and the modules of the relevant year level have been amended in the meantime, the executive dean may decide that the student be required to complete the relevant year level as published in the latest edition of the Yearbook. This means that if the student needs to repeat a module which has in the meantime been replaced by another module in the curriculum, the executive dean may decide that the student needs to take the latter module.
- c) The school director must monitor the academic progress of students who have received warning letters (A-Rule 1.15.3).
 - d) A student who fails to comply to the progression requirements provided for in A-Rule 1.16.1 does not automatically qualify to continue study in the programme concerned (A-Rule 1.16.2).
 - e) The Faculty Management Committee (Examination Committee) review the academic records of all students to determine the students' compliance with the progression requirements (A-Rule 1.16.3).
 - f) Students who did not comply to the progression requirements will be referred to the Student Counselling and Development Department.

HSC.1.11 EXTENSION OF STUDY PERIOD

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

HSC.1.12 TERMINATION OF STUDIES

- a) According to A-Rule 1.18.1 a student's studies can be terminated.
- b) The executive dean concerned may direct the registrar to terminate a student's registration if such student –
 - i. does not meet the requirements for annual registration as provided for in rule 1.10.1;
 - ii. does not meet the requirements for proof of active enrolment as provided for in rule 1.10.3.1;
 - iii. has received two warnings with respect to satisfactory academic performance from the executive dean concerned as provided for in rule 1.15.2 and fails for the third time to show satisfactory academic performance;
 - iv. does not meet the minimum progression requirements set out in rule 1.16, or fails to submit a research proposal as contemplated in rules 4.12.6 and 5.12.5;
 - v. does not obtain an extension of time as provided for in rule 1.17, and
 - vi. fails, after having been granted an extension of time as provided for in rule 1.17, to complete the study.
- c) A student whose studies have been terminated may, in accordance with the requirements set out in the applicable quality manual of the faculty, apply for admission to another study programme, but must in the course of the application mention the termination (A-Rule 1.18.4).
- d) An undergraduate student whose studies have been terminated may not apply more than three times for admission to the University (A-Rule 1.18.6).

HSC.1.13 REGISTRATION FOR ADDITIONAL MODULES

A student may in any study year take modules in addition to the modules required for the specific curriculum according to the stipulations of the sub-paragraphs in A-Rules 1.9 and 2.3.

Subject to provisions in faculty rules, a student who registers for the first year level of an undergraduate programme may be allowed to register for one additional module per semester (either an elective from the same programme or a module from another programme), provided that no timetable clashes are brought about thereby (A-Rule 2.3.1).

Subject to provisions in faculty rules, a student who registers for the second, third or fourth year level of an undergraduate programme, and who has already passed all the required preceding modules of the programme concerned, may be allowed to register for a maximum of two additional modules per semester or two additional year modules, or one semester and one year module, provided that the student has ascertained that no class or examination timetable clashes are brought about thereby, and subject to the maximum number of credits for which a student may register in a given academic year as provided for in A-Rule 1.9 (A-Rule 2.3.2).

HSC.1.14 REGISTRATION FOR FINAL YEAR MODULES

Subject to exceptions made in terms of A-Rule 2.4 and Faculty Rule HSC.1.6.2; a student may only register for final year modules of an undergraduate qualification if the student have passed all the first-year modules of the programme.

Faculty rules may allow for exceptions to the requirements of A-Rule 2.4.1 to be made by the executive dean concerned, taking into account the rules relating to the maximum duration of study provided for by A-Rule 1.14.

a) The following Faculty Rules are applicable:

i. Diploma in Coaching Science

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

ii. Bachelor of Social Work

No student is admitted to the module BSWP471 (Social work practicum B) unless he/she has passed all modules at the first, second and third year levels. The student can submit a written request to the School Director to establish authorisation for admission to BSWP471 only if the outstanding module is a first semester module. Such a request will not be considered if the incomplete modules fall in the second semester, as this will clash with BSWP471 (Social work practicum B). (HSC.12.8 (f)).

iii. Bachelor of Pharmacy

- A student will only be admitted to continue with the modules in a specific subject group once all preceding modules in the specific group have been passed in the previous year level(s). (Example: A student may only proceed with FKL312 and FKL322, if FKL212 and FKL222 have been passed.)
- A student may only register for the 2nd semester modules of year level 4, namely **FFSG421**, **FNPG421** and **WVPS321** in the year that he/she can complete his/her academic studies.

iv. Bachelor of Science in Dietetics

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

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

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

v. Bachelor of Health Sciences in Occupational Hygiene

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

vi. Bachelor of Health Sciences in Biokinetics

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

vii. Bachelor of Nursing Science (BCur)

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

HSC.1.15 MODERATING OF MODULES, EXAMINATION PAPERS AND ANSWER PAPERS

- a) A-Rule 2.5.1 is applicable as well as faculty rules where the requirements of Statutory Councils are stated.
- b) The required procedures, guidelines and provisions are indicated in the applicable quality manual of the faculty.
- c) For each module that has to be moderated, Directors have to make the following information/documentation available to the external moderators one month before commencement of the examination:
 - i. A list of the modules that have to be moderated together with a brief description of the contents of each, and/or an extract of programme detail from the yearbook for purposes of contextualisation of concerned exit level module(s);
 - ii. supporting study material if necessary (for example title of prescribed textbook, CD/DVD, etc.);
 - iii. a copy of the examination paper on which the names of the internal examiner(s) and moderator(s) have been erased (risk regarding the sending out of paper has to be managed);
 - iv. full details of what is expected from the moderation process;
 - v. Guidelines for the number of answer papers that must be send to the moderator/s:
 - If the total answer papers be 50 or less – send all the answer sheets
 - a Minimum of 10% of all the answer papers must be moderate
- d) The date on which the examination will take place and the date on which the report on the examining should be submitted.
- e) If required by statutory councils, professional bodies or faculty rules, external moderation may occur more regularly. External moderation will take place annually for each exit level module (A-Rule 2.5.1.10).
- f) External moderation of exit-level undergraduate modules must be conducted at least every two years for contact programmes, and at least every three years for distance programmes (A-Rule 2.5.1.8).

HSC.1.16 EXAMINATION OPPORTUNITIES

- a) The examination opportunities and related rules take place according to A-Rules 1.13.4 and 2.5.3.

- b) Faculty rules may exclude specific modules from a second examination opportunity.
- c) Except if faculty rules provide otherwise, a student may write the examination during either the first or the second examination opportunity, provided that all the examination papers for a module must be written during the same examination opportunity. (A-Rule 2.5.3.3)

HSC.1.16.1 Additional time or special requests during examinations

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

HSC.1.17 ATTAINMENT OF AN UNDERGRADUATE QUALIFICATION

HSC.1.17.1 Satisfaction of requirements

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

HSC.1.17.2 Qualification with distinction

- a) A-Rules 1.13.3.6 and 2.6.2 as well as the sub-paragraphs state the requirements for passing a module / curriculum / qualification with distinction. In order to be awarded a qualification with distinction a student must achieve a weighted average of at least 75% for all the core modules identified as such in the faculty rules concerned, not taking additional modules taken by the student into account.
- b) The faculty rule states that if the weighted average mark of all the modules will be counted to 74%, the mark can, on behalf of merit, be condoned to 75%.
- c) A full-time student enrolled in a contact programme must complete the programme within the minimum time specified in the faculty rules in order to qualify for the award of the qualification with distinction, except if failure to comply with the minimum time requirements is due to the interruption of the study on medical grounds, in which case the executive dean concerned may approve the award of the degree with distinction.
- d) A part-time student or a student enrolled in a distance programme must complete the programme within the maximum time specified in the faculty rules in order to qualify for the award of the qualification with distinction.

HSC.1.18 RECOGNITION OF PRIOR LEARNING

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

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

into consideration the exit level outcomes that have to be obtained by means of the selected teaching-learning programme.

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

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

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

HSC.1.19 EVALUATION OF ACADEMIC LANGUAGE PROFICIENCY

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

HSC.1.19.1 Testing

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

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

HSC.1.19.2 Module(s)

HSC.1.19.2.1 Academic Literacy Development (ALDE/A111)

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

i. Level and credits

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

ii. Composition of module and calculation of module marks

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

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

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

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

iii. Important additional information

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

Students who have already successfully completed a module similar to ALDE111 / ALDA111 at another tertiary institution and can provide proof of this, may apply in writing on the prescribed

form for formal recognition for the module. This application should be submitted to the subject chair responsible for Academic Literacy. Recognition is only granted in cases where the modules are on the same NQF level (NQF5), where the credit values are of the same value (12), and where content is comparable.

iv. Language and mode of delivery

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

v. Outcomes

On completion of this module students should be able to:

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

HSC.1.19.2.2 Academic Literacy Development (ALDE/A122)

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

i. Level and credits

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

ii. Composition of module and calculation of module marks

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

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

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

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

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

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

iii. Important additional information

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

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

iv. Language and mode of delivery

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

v. Outcomes

On completion of this module students should be able to:

- successfully become part of the academic learning community and participate in this community;
- access information in a responsible and ethical way in order to write an academic text;
- process information strategically in order to write an academic text;
- produce an academic text;
- read at an acceptable speed and on an acceptable level of understanding; and
- demonstrate a fundamental level of computer and information literacy.

HSC.1.20 POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

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

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

Duration of study

The minimum duration of study is one (1) year and the maximum duration is two (2) years for fulltime studies and a minimum of one (1) year and a maximum of three (3) years for distance studies.

Admission requirements for the qualification

- a) An undergraduate university degree with two recognised school subjects or a recognised qualification of 360 credits at NQF level 6 or 480 credits at NQF level 7 and that includes at least **two** recognised school subjects.
- b) Students must also be able to take two methodology subjects in order to obtain the qualification. The curriculum for the qualification may be structured in one of the following

ways (A recognised school subject is one included in the Department of Basic Education's official list of school subjects):

- i) a recognised school subject at level 3 + a recognised school subject/learning area at level 2;
- ii) In the event of a choice between methodologies for academic subjects already obtained for a prior qualification, a student must select from these the two subjects that were obtained at the highest level. In the case of Languages, the relevant language subject must be at year level 3.

Exceptions

- c) A student who wants to take **Life Sciences** as methodology need to present one of the following subjects **Botany, Zoology or Physiology** on level three and the other 2 on level 1.
- d) A student who wants to take **Physical Sciences** as methodology need to present one of the subjects Chemistry or Physics on level two and the other one on at least level 1.
- e) A student who wants to take the Methodology of **Mathematics** must have completed Mathematics on level 2 or otherwise Mathematics on level 1 with one of the following on level 2: Statistics, Mathematical Statistics, Applied Mathematics and Financial Mathematics.
- f) A student who wants to take the Methodology of **Life Orientation** must have **Psychology** and one of the following subjects on degree level: Sociology, Political Studies, Human Movement Science, Labour -and Industrial studies, Philosophy and Nutrition. The student must already have a second school subject on degree level for the second methodology. Due to the high volume of Life Orientation applications, a cut-off point of 65% average for the highest subject contributing to the Life Orientation methodology is set.
- g) A student who wants to take the Methodology of **Languages** must have completed it on level 3
- h) Students who have as yet not completed their first degree may be admitted by way of exception. They have to make a special application to the Director for this admission. (See HSC.1.2.9 of this Yearbook according to the faculty rules of the Faculty of Health Sciences).

Specific requirements

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

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

HSC.1.21 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.1.21.1 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.1.21.2 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.

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.

HSC.1.21.3 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 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.1.21.4 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.1.22 PROTECTION OF PERSONAL AND EDUCATION-RELATED INFORMATION

A-Rule 1.11 stipulate the following:

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

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

HSC.1.23 LANGUAGE OF INSTRUCTION

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

HSC.1.24 WORK-INTEGRATED LEARNING (WIL)

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

HSC.1.25 REGISTRATION AT STATUTORY COUNCILS

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

HSC.1.26 IMMUNISATION

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

HSC.1.27 DRIVERS LICENCE

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

HSC.2 LIST OF MODULES

The following modules are part of the different qualifications and programmes offered in the Faculty of Health Sciences.

Students registered in the professional programmes will only be admitted to continue with the modules in year level 4 once all preceding modules have been passed in the previous year level(s).

The module outcomes will be presented at HSC.19 of this Yearbook.

HSC.2.1 FACULTY SPECIFIC REQUIREMENTS

HSC.2.1.1 Academic Literacy Consult the yearbook: Faculty of Humanities
HSC.2.1.2 German Consult the yearbook: Faculty of Humanities
HSC.2.1.3 Physics Consult the yearbook: Faculty of Natural and Agricultural Sciences
HSC.2.1.4 Physiology Credit recognition for certain Physiology modules may be requested by the student in accordance with the A-rules.
HSC.2.1.5 French Consult the yearbook: Faculty of Humanities
HSC.2.1.6 Social Work a) Modules BSWP471 and BSWI471 must be taken simultaneously. b) Students must pass ALL modules in year level 1 to 3 before they will be allowed to progress and register for BSWP471. c) Students who do not get a final mark for the practicum of the following modules will not get admission to examinations: BSWI211, BSWI212, BSWI221, BSWI222, BSWI312, BSWI313, BSWI321, BSWI322, BSWP321 and BSWP471. d) Students are also referred to Faculty Rule 12.9.
HSC.2.1.7 Sociology Consult the yearbook: Faculty of Humanities
HSC.2.1.8 Coaching Science & Human Movement Sciences a) Students who want to register for Coaching Science or Human Movement Sciences should, prior to starting the programme be in a good medical condition, as the programmes require physical activity. b) HMXA211, HMXK221 and HMXR221 is not applicable to the Diploma in Coaching Science. c) Students who want to be considered for Honours selection in Kinder kinetics, must register for HMXS211 and HMXG221 in their second year. d) Students may not register for MBWK315 if a minimum of 40% was not obtained for MBWK225.
HSC.2.1.9 Mathematics Consult the yearbook: Faculty of Natural and Agricultural Sciences

HSC.2.1.10 VWGW221 – Know and understand the world of health

Students must be at least a historic second year at university or academic second year before they can register for this module. The Transdisciplinary nature of this module requires a certain exposure of the student to his / her own professional field to make a meaningful contribution to the Transdisciplinary problem solving of a health dilemma. The above mentioned forms the essence of the module.

HSC.2.1.11 Service modules:

Please consult the applicable faculty yearbook.

HSC.2.1.12 Health Sciences modules

Module code	Descriptive name	Credits	Prerequisites
ANAV111	ANATOMY I	12	
ANAV121	ANATOMY II	12	
BCDT311	NUTRITIONAL BIOCHEMISTRY	12	NCHE111 NCHE121
BCHF215	BIOCHEMISTRY FOR HEALTH SCIENCES	16	NCHE111 NCHE121
BCHG221	CLINICAL BIOCHEMISTRY	16	
BHIG211	FUNDAMENTALS OF OCCUPATIONAL HYGIENE	16	
BHIG221	RISK MANAGEMENT	8	
BHIG222	ERGONOMICS FOR OCCUPATIONAL HYGIENE	8	
BHIG223	TOXICOLOGY I	16	
BHIG224	RESEARCH METHODOLOGY	8	
BHIG311	TOXICOLOGY II	24	BHIG223
BHIG312	OCCUPATIONAL HYGIENE LEGISLATION	24	
BHIG321	CHEMICAL STRESSORS I	24	
BHIG322	PHYSICAL STRESSORS I	24	
BHIG411	VENTILATION	16	
BHIG412	CHEMICAL STRESSORS II	24	BHIG321
BHIG413	PHYSICAL STRESSORS II	24	BHIG322
BHIG421	CHEMICAL STRESSORS III	24	BHIG412
BHIG422	EMPLOYEE WELLNESS AND EPIDEMIOLOGY	16	
BHIG423	MANAGEMENT, OCCUPATIONAL SAFETY AND ENVIRONMENT HEALTH	16	
BHIG471	RESEARCH PROJECT	32	
BIYM111	ELEMENTS OF HUMAN ANATOMY	12	
BIYM112	ELEMENTS OF PHYSIOLOGY	12	
BIYM121	HUMAN ANATOMICAL SYSTEMS	12	
BIYM124	SYSTEMS PHYSIOLOGY	12	
BSWG111	INTRODUCTION TO SOCIAL WORK AS A PROFESSION	12	
BSWG114	THE SCIENTIFIC FOUNDATION OF SOCIAL-WORK PRACTICE	12	
BSWG214	INTRODUCTION TO CHILD CARE LEGISLATION	8	
BSWG223	BASIC PRINCIPLES OF SOCIAL WORK MANAGEMENT	8	
BSWG226	DEVELOPMENTAL WELFARE POLICY A	8	

Module code	Descriptive name	Credits	Prerequisites
BSWG311	THEORIES AND APPROACHES IN SOCIAL WORK	8	
BSWG412	SOCIAL WORK IN HOST SETTINGS	16	
BSWG414	SOCIAL WORK SERVICES RE SPECIFIC CLIENT SYSTEMS	8	
BSWG416	SOCIAL WORK INTERVENTIONS WITH REGARD TO SUBSTANCE ABUSE AND DEPENDENCY	8	
BSWG418	PRACTICE MANAGEMENT IN SOCIAL WORK	8	
BSWG419	SOCIAL WORK AND THE LAW	8	
BSWI111	LIFE SKILLS: THEORY AND PRACTICE	12	
BSWI121	PROFESSIONAL BEHAVIOUR: THEORY AND PRACTICE	12	
BSWI122	THE DEVELOPMENT APPROACH TO SOCIAL WORK AND WELFARE	12	
BSWI211	CASEWORK: THEORY AND PRACTICE A	12	
BSWI212	COMMUNITY WORK: THEORY AND PRACTICE A	8	
BSWI221	SOCIAL GROUP WORK: THEORY AND PRACTICE A	8	
BSWI222	CHILDCARE LEGISLATION AND ASSOCIATED SOCIAL WORK SERVICES	8	BSWG212 BSWG214
BSWI311	SOCIAL WORK WITH CHILDREN	8	
BSWI312	DEVELOPMENTAL WELFARE POLICY B	12	BSWG226 BSWG213
BSWI313	SOCIAL GROUP WORK: THEORY AND PRACTICE B	8	BSWI221 BSWG221
BSWI321	CASEWORK: THEORY AND PRACTICE B	12	BSWI211 BSWG211
BSWI322	COMMUNITY WORK: THEORY AND PRACTICE B	12	BSWI212
BSWI411	SOCIAL WORK WITH FAMILIES	12	
BSWI471	SOCIAL WORK RESEARCH: THEORY AND PRACTICE	24	
BSWP321	SOCIAL WORK PRACTICUM A	16	BSWI313 BSWG321
BSWP471	SOCIAL WORK PRACTICUM B	56	ALL (core and compulsory) modules passed on first year-, second year- and third year level
CHNM211	COMMUNITY NURSING SCIENCE	30	CHNM111
CHNM222	COMMUNITY NURSING SCIENCE	30	CHNM111
CHNM311	COMMUNITY HEALTH NURSING III AND PRACTICALS	18	CHNM211 CHNM222
CHNM322	COMMUNITY HEALTH NURSING III AND PRACTICALS	18	
CSCB211	CONSUMERISM AND INTRODUCTION TO CONSUMER DECISION-MAKING	12	
CSCB321	CONSUMER DECISION-MAKING: INTERNAL FACTORS	16	CSCB211

Module code	Descriptive name	Credits	Prerequisites
CSCP271	CONSUMER PRACTICE (1)	4	
CSCP371	CONSUMER PRACTICE (2)	4	CSCP271
CSFB471	CONSUMER FOOD DECISION-MAKING: EXTERNAL FACTORS	16	CSCB321
CSFD111	FOOD COMPONENTS AND PROCESSES	12	
CSFD121	FOOD GROUPS AND SYSTEMS: PLANT	12	CSFD111
CSFD211	FOOD GROUPS AND SYSTEMS: ANIMAL	16	CSFD121
CSFD311	FOOD QUALITY MANAGEMENT	12	CSFD111 MKBX213
CSFD312	FOOD INNOVATION AND TRENDS	12	CSFD211
CSFD321	FOOD PRODUCT DEVELOPMENT	16	CSFD211
CSFD323	FOOD RETAIL MANAGEMENT	12	CSFD111 BMAN213
CSFD471	PROJECT: FOOD RESEARCH AND DEVELOPMENT	48	CSCB321
CSFD472	SENSORY EVALUATION	16	CSFD211
CSFP271	CONSUMER FOOD PRACTICE (1)	4	
CSFP371	CONSUMER FOOD PRACTICE (2)	4	CSFP271
CSFP471	CONSUMER FOOD PRACTICE (3)	8	CSFP371
CSFR471	CONSUMER FOOD RESEARCH METHODOLOGY	16	
CSFT471	CONSUMER EDUCATION AND TRAINING: FOOD	16	
CSMB471	CONSUMER FASHION DECISION-MAKING: EXTERNAL FACTORS	16	CSCB321
CSMD121	THE WORLD OF FASHION	12	
CSMD211	FASHION PRODUCT SELECTION	16	
CSMD221	THE FASHION CONSUMER	16	CSOS111 CSMD121
CSMD311	FASHION MERCHANDISING	16	CSMD221
CSMD322	FASHION TEXTILES	16	CSMP111 CSMD121
CSMD471	PROJECT: FASHION RESEARCH	48	CSCB321
CSMD472	FASHION RETAIL MANAGEMENT	16	CSMD311 BMAR222 BMAN213
CSMP111	INTRODUCTION TO BASIC FASHION PRODUCT DEVELOPMENT	12	
CSMP211	INTERMEDIATE FASHION PRODUCTION SKILLS	12	CSMP111
CSMP271	CONSUMER FASHION PRACTICE (1)	4	
CSMP311	ADVANCED PRODUCTION SKILLS (1)	12	CSMP211
CSMP321	ADVANCED PRODUCTION SKILLS (2)	12	CSMP311
CSMP371	CONSUMER FASHION PRACTICE (2)	4	CSMP271
CSMP471	CONSUMER FASHION PRACTICE (3)	8	CSMP371
CSMR471	CONSUMER FASHION RESEARCH METHODOLOGY	16	
CSMT471	CONSUMER EDUCATION AND TRAINING: FASHION	16	
CSOS111	DESIGN STUDIES	8	
EPPM111	ETHOS AND PROFESSIONAL PRACTICE	6	
EPPM221	ETHOS AND PROFESSIONAL PRACTICE	6	

Module code	Descriptive name	Credits	Prerequisites
FBCG211	PHARMACEUTICAL BIOCHEMISTRY	8	NCHE111 NCHE121
FCAG122	PHARMACEUTICAL CALCULATIONS	12	
FCHG222	PHARMACEUTICAL CHEMISTRY IB	12	
FCHG312	PHARMACEUTICAL CHEMISTRY IIA	16	FCHG222 HSC.13.9(a)
FCHG322	PHARMACEUTICAL CHEMISTRY IIB	12	FCHG312 (40)
FCHG412	PHARMACEUTICAL CHEMISTRY IIIA	16	FBCG211 FCHG312 FCHG322 HSC.13.9(a)
FFSG421	INTEGRATED PHARMACEUTICAL CARE	24	FCHG412 (40) FKLG412 (40) FMSG412 (40) FPFG412 (40) FPKG414 (40) HSC.13.9(b) HSC.13.9(d)
FKLG211	PHARMACOLOGY I (Nursing students)	16	
FKLG212	PHARMACOLOGY IA	16	FLPX113 FLPX123
FKLG222	PHARMACOLOGY IB	16	FKLG212 (40)
FKLG312	PHARMACOLOGY IIA	16	FKLG212 FKLG222 HSC.13.9(a)
FKLG322	PHARMACOLOGY IIB	16	FKLG312 (40)
FKLG412	PHARMACOLOGY IIIA	16	FKLG312 FKLG322 HSC13.9(a)
FLGX113	INTRODUCTION TO PHYSIOLOGY	12	
FLGX114	INTRODUCTION PHYSIOLOGY FOR BA AND BSC CONSUMER SCIENCES	12	
FLGX123	MEMBRANE AND MUSCLE PHYSIOLOGY	12	FLGX113
FLGX124	MUSCLE PHYSIOLOGY FOR BA	12	Pipeline students only
FLGX213	ENDOCRINE SYSTEM AND DIGESTION	16	FLGX113
FLGX223	PHYSIOLOGICAL DEFENCE MECHANISMS	8	FLGX113
FLGX224	METABOLISM	8	FLGX213
FLGX312	EXCRETION	8	
FLGX313	RESPIRATION	8	
FLGX317	CARDIOVASCULAR PHYSIOLOGY	8	
FLGX325	NEUROPHYSIOLOGY	16	
FLGX327	DERMAL PHYSIOLOGY	8	
FLGX328	REPRODUCTIVE PHYSIOLOGY	8	
FLGX329	CARDIOVASCULAR PHYSIOLOGY APPLICATIONS	8	
FLPV213	PHYSIOLOGY FOR NURSING I	16	
FLPV222	PHYSIOLOGY FOR NURSING II	8	
FLPX113	PHYSIOLOGY FOR PHARMACY IA	12	
FLPX123	PHYSIOLOGY FOR PHARMACY IB	12	
FMSG212	PHARMACEUTICS IA	16	FCAG122
FMSG223	PHARMACEUTICS IB	16	FMSG212 (40)

Module code	Descriptive name	Credits	Prerequisites
FMSG312	PHARMACEUTICS IIA	16	FMSG212 FMSG223 HSC.13.9(a)
FMSG322	PHARMACEUTICS IIB	16	FMSG312 (40)
FMSG412	PHARMACEUTICS IIIA	16	FMSG312 FMSG322 HSC.13.9(a)
FNPG421	PHARMACEUTICAL RESEARCH PROJECT	32	FCHG412 (40) FKLG412 (40) FMSG412 (40) FPFG412 (40) FPKG414 (40) HSC.13.9(b)
FNSM111	FUNDAMENTAL NURSING SCIENCE AND PRACTICALS	18	
FNSM122	FUNDAMENTALS OF NURSING SCIENCE AND PRACTICALS	18	
FPFG121	CLINICAL PHARMACY IB	12	
FPFG211	CLINICAL PHARMACY IIA	16	FPFG121 HSC13.9(a)
FPFG221	CLINICAL PHARMACY IIB	8	FPFG211 (40)
FPFG312	CLINICAL PHARMACY IIIA	16	FPFG211 FPFG221 HSC.13.9(a)
FPFG322	CLINICAL PHARMACY IIIB	16	FPFG312 (40)
FPFG412	CLINICAL PHARMACY IVB	16	FPFG312 FPFG322 HSC.13.9(a)
FPKG112	PHARMACY PRACTICE IA	12	
FPKG113	PHARMACY PRACTICE IB	12	
FPKG211	PHARMACY PRACTICE IIA	16	FPKG112 FPKG113 HSC.13.9(a)
FPKG221	PHARMACY PRACTICE IIB	8	FPKG211 (40)
FPKG313	PHARMACY PRACTICE IIIA	16	FPKG211 FPKG221 HSC.13.9(a)
FPKG324	PHARMACY PRACTICE IIIB	8	FPKG313 (40)
FPKG414	PHARMACY PRACTICE IVA	16	FPKG313 FPKG324 HSC.13.9(a)
GNSM111	GENERAL NURSING SCIENCE I AND PRACTICALS	24	
GNSM122	GENERAL NURSING SCIENCE I AND PRACTICALS	18	
GNSM211	GENERAL NURSING SCIENCE II AND PRACTICALS	12	
GNSM222	GENERAL NURSING SCIENCE II AND PRACTICALS	12	
GNSM311	GENERAL NURSING SCIENCE III AND PRACTICALS	12	
GNSM321	GENERAL NURSING SCIENCE III AND PRACTICALS	18	

Module code	Descriptive name	Credits	Prerequisites
HMDC111	SUPPLEMENTATION AND ENERGY SYSTEMS	12	
HMDC112	LONG TERM ATHLETE DEVELOPMENT	12	
HMDC121	BASIC ANATOMY AND SPORT PHYSIOLOGY	12	
HMDC211	INTRODUCTION TO SPORT INJURIES	8	
HMDC212	SPORT SPECIFIC PERCEPTUAL SKILLS	16	
HMDC221	GAME NOTATIONAL ANALYSES AND PREPARATION	16	
HMPA111	GAME SKILLS DEVELOPMENT IN ATHLETICS	12	Only Potch
HMPA121	GAME SKILLS APPLICATION IN ATHLETICS	12	Only Potch
HMPA211	COACHING SCIENCE PRACTICE IN ATHLETICS 1	16	Only Potch
HMPA221	COACHING SCIENCE PRACTICE IN ATHLETICS 2		Only Potch
HMPG211	COACHING SCIENCE IN GOLF	8	
HMPR111	GAME SKILLS DEVELOPMENT IN RUGBY	12	Only Potch
HMPR121	GAME SKILLS APPLICATION IN RUGBY	12	Only Potch
HMPR211	COACHING SCIENCE PRACTICE IN RUGBY 1	16	Only Potch
HMPR221	COACHING SCIENCE PRACTICE IN RUGBY 2	16	Only Potch
HMPS111	GAME SKILLS DEVELOPMENT IN SOCCER	12	Only Mafikeng
HMPS121	GAME SKILLS APPLICATION IN SOCCER	12	Only Mafikeng
HMPS211	COACHING SCIENCE PRACTICE IN SOCCER 1	16	Only Mafikeng
HMPS221	COACHING SCIENCE PRACTICE IN SOCCER 2	16	Only Mafikeng
HMSA111	FUNCTIONAL ANATOMY	12	
HMSA121	APPLIED ANATOMY	12	HMSA111
HMSB321	APPLIED BIOKINETICS	24	HMSO311 HMSC321
HMSB471	APPLIED BIOKINETIC PRACTICE	32	All modules passed in year 1,2 and 3
HMSB472	BIOKINETIC PRACTICE AND COMMUNITY SERVICE	32	All modules passed in year 1,2 and 3
HMSB473	APPLIED LABORATORY AND PROFESSIONAL DEVELOPMENT	16	All modules passed in year 1,2 and 3
HMSC111	HEALTH PROMOTION AND WELLNESS	12	
HMSC112	MOTOR LEARNING AND CONTROL	12	
HMSC113	PHYSICAL ACTIVITY EPIDEMIOLOGY	12	
HMSC114	SPORTS VISION, DEVELOPMENT AND TID	12	
HMSC121	GENERIC COACHING SCIENCE	12	
HMSC122	SPORT PSYCHOLOGY	8	
HMSC211	SPORT INJURIES	16	HMSA111 HMDC121
HMSC212	SPORTS MANAGEMENT AND ORGANIZATION	16	

Module code	Descriptive name	Credits	Prerequisites
HMSC213	KINANTHROPOMETRY	8	HMSA111 HMDC121
HMSC221	BIOMECHANICS	16	HMSA111
HMSC222	SPORT AND EXERCISE SCIENCE PRACTICE	16	HMSA111 HMDC121
HMSC312	SPORT DEVELOPMENT, COMMERCIALIZATION AND SPORT LAW	16	
HMSC321	CLINICAL EXERCISE PHYSIOLOGY	16	All previous HMSE modules
HMSC322	THERAPEUTIC RECREATION	16	
HMSC323	APPLIED BIOMECHANICS	8	HMSC221
HMSC324	RESEARCH METHODOLOGY	16	
HMSC325	MANAGEMENT IN SCHOOL SPORT	16	
HMSC326	SPORT MECHANICS	8	
HMSC471	PROFESSIONAL INTERNSHIP	32	All modules passed in year 1,2 and 3
HMSC472	RESEARCH METHODS AND SCRIPT	24	All modules passed in year 1,2 and 3
HMSE121	EXERCISE PHYSIOLOGY 1	12	
HMSE211	EXERCISE PHYSIOLOGY 2	16	HMSE121
HMSE221	EXERCISE PHYSIOLOGY 3	16	HMSE121
HMSE311	EXERCISE PHYSIOLOGY 4	16	HMSE121 HMSE211 HMSE221
HMSK311	APPLIED PEDIATRIC EXERCISE SCIENCE	24	
HMSK312	PEDIATRIC EXERCISE SCIENCE 1	8	HMSC112
HMSK321	PEDIATRIC EXERCISE SCIENCE 2	16	HMSK312
HMSO221	ORTHOPEDICS 1	16	HMSC211
HMSO311	ORTHOPEDICS 2	16	HMSO221
HMSP121	SPORT AND EXERCISE PSYCHOLOGY 1	12	
HMSP211	SPORT AND EXERCISE PSYCHOLOGY 2	16	HMSP121
HMSS311	APPLIED EXERCISE SCIENCE PRACTICE	24	HMSC222
HMSS312	LABORATORY PRACTICE 1	8	HMSC213 HMSE211 HMSC222
HMSS321	LABORATORY PRACTICE 2	16	HMSS312
HMXA211	COACHING SCIENCE IN ATHLETICS	8	Only Potch
HMXG221	COACHING SCIENCE IN GYMNASTICS	8	Only Potch
HMXH221	COACHING SCIENCE IN HOCKEY	8	
HMXK221	COACHING SCIENCE IN CRICKET	8	Only Potch
HMXN211	COACHING SCIENCE IN NETBALL	8	Only Potch
HMXR221	COACHING SCIENCE IN RUGBY	8	Only Potch
HMXS211	COACHING SCIENCE PRACTICE IN SWIMMING		Only Potch
HMXT211	COACHING SCIENCE IN TENNIS	8	
MBWK315 (phase out) (HMSS311 - 2020)	APPLIED EXERCISE PHYSIOLOGY	16	MBWK225 - 2019 HMSE211 - 2020
MBWK316 (phase out) (HMSC311 - 2020)	BIOKINETICS	16	HMSE211 - 2020

Module code	Descriptive name	Credits	Prerequisites
MBWK325 (phase out) (HMSC222 - 2020)	APPLIED EXERCISE SCIENCE PRACTICE	16	MBWK315 (40) HMSS311 - 2020
MBXA324	PRACTICAL COACHING IN ATHLETICS	32	Only Potch
MBXR217	SPORT MANAGEMENT	8	
MBXR219	SPORT ORGANIZATION AND ADMINISTRATION	8	
MBXR324	PRACTICAL COACHING IN RUGBY	32	Only Potch
MBXS324	PRACTICAL COACHING IN SOCCER	32	Only Mafikeng
MIYM311	MIDWIFERY I & PRACTICALS	24	
MIYM322	MIDWIFERY I & PRACTICALS	24	
MIYM411	MIDWIFERY II & PRACTICALS	18	
MIYM422	MIDWIFERY II & PRACTICALS	18	
MKBN121	MICROBIOLOGY FOR NURSING SCIENCE	12	
MKBX213	MICROBIOLOGY FOR FOOD AND NUTRITION	8	
MKPN111	MICROBIOLOGY FOR PHARMACY 1A	12	
NADM211	NURSING MANAGEMENT II AND PRACTICALS	24	NADM112
NADM222	NURSING MANAGEMENT II AND PRACTICALS	24	NADM111
NADM311	NURSING MANAGEMENT III AND PRACTICALS	18	NADM211
NADM322	NURSING MANAGEMENT III	18	
NCHM111	COMMUNITY NURSING SCIENCE I	24	
NCHM122	COMMUNITY HEALTH NURSING I	12	
NCHM211	COMMUNITY NURSING SCIENCE II & PRACTICALS	12	
NCHM222	COMMUNITY HEALTH & PRACTICALS	24	
NCHM311	COMMUNITY HEALTH NURSING SCIENCE III AND PRACTICALS	6	
NCHM322	COMMUNITY HEALTH NURSING SCIENCE III AND PRACTICALS	6	
NEDM211	NURSING EDUCATION II AND PRACTICALS	24	
NEDM222	NURSING EDUCATION II AND PRACTICALS	24	
NEDM311	NURSING EDUCATION III AND PRACTICALS	18	
NEDM322	NURSING EDUCATION III AND PRACTICALS	18	
NRMM311	RESEARCH METHODOLOGY	12	
NRMM411	RESEARCH METHODOLOGY	12	
NRPM322	NURSING RESEARCH PROJECT	12	
NRPM422	RESEARCH PROJECT	12	
NUTB111	INTRODUCTION TO THE PROFESSIONS	12	
NUTB112	INTRODUCTION TO NUTRITION	12	
NUTB121	NUTRIENTS	12	NUTB112
NUTB211	NUTRITION THROUGH THE LIFE CYCLE	16	NUTB112 NUTB121

Module code	Descriptive name	Credits	Prerequisites
NUTC222	INTRODUCTION TO COMMUNITY NUTRITION	16	NUTB112 NUTB121 NUTB211
NUTC322	COMMUNITY NUTRITION	12	NUTB112 NUTB121 NUTB211 NUTC221/222
NUTC471	COMMUNITY NUTRITION PRACTICE	32	All previous modules
NUTF221	FOOD SERVICE MANAGEMENT ASPECTS	12	
NUTF222	MANAGEMENT AND LEADERSHIP IN FOOD AND NUTRITION	12	
NUTF321	FOOD SERVICE MANAGEMENT: SYSTEMS AND LARGE SCALE PRODUCTION	16	NUTF221/222
NUTF471	FOOD SERVICE MANAGEMENT PRACTICE	32	All previous modules
NUTP271	NUTRITION PRACTICE II	12	NUTB111 NUTB112 NUTB121
NUTP371	NUTRITION PRACTICE III	16	NUTB211 NUTC221/222 NUTF221/222 NUTP271
NUTR321	NUTRITION RESEARCH METHODOLOGY	16	
NUTR471	NUTRITION RESEARCH	32	All previous modules
NUTT312	MEDICAL NUTRITION THERAPY	16	FLGX113 FLGX213 NUTB121 BCHF215 or BCHN213 or FLGX224
NUTT323	MEDICAL NUTRITION THERAPY	24	NUTB121 NUTB211 NUTT311/312 FLGX113 FLGX123 FLGX213 BCHF215 or BCHN213
NUTT324	PAEDIATRIC MEDICAL NUTRITION THERAPY	12	NUTB121 NUTB211 NUTT311/312 FLGX113 FLGX123 FLGX213 BCHF215 or BCHN213
NUTT471	APPLIED THERAPEUTIC NUTRITION		All previous modules
NUTT472	APPLIED THERAPEUTIC NUTRITION	32	All previous modules
PHMM112	PHARMACOLOGY	12	

Module code	Descriptive name	Credits	Prerequisites
PNSM311	PSYCHIATRIC NURSING SCIENCE I AND PRACTICALS	18	
PNSM322	PSYCHIATRIC NURSING SCIENCE I AND PRACTICALS	18	
PNSM411	PSYCHIATRIC NURSING SCIENCE II AND PRACTICALS	18	
PNSM422	PSYCHIATRIC NURSING SCIENCE II AND PRACTICALS	18	
PSYC111	INTRODUCTION TO PSYCHOLOGY	12	
PSYC121	SOCIAL AND COMMUNITY PSYCHOLOGY	12	
PSYC122	INTRODUCTION TO RESEARCH IN PSYCHOLOGY	12	Only Mafikeng
PSYC211	DEVELOPMENTAL PSYCHOLOGY	16	
PSYC212	PERSONALITY PSYCHOLOGY	16	
PSYC221	POSITIVE PSYCHOLOGY	16	
PSYC223	INTRODUCTION TO NEUROPSYCHOLOGY	12	Only Mafikeng
PSYC311	PSYCHOPATHOLOGY	16	
PSYC312	RESEARCH AND PSYCHOMETRY	16	
PSYC313	INTRODUCTION TO PSYCHOLOGICAL ASSESSMENT	16	Only Mafikeng
PSYC321	BASIC COUNSELING AND ETHICAL CONDUCT	16	
PSYC322	APPLIED PSYCHOLOGY	16	
PSYC371	RESEARCH IN PSYCHOLOGY	16	Only Mafikeng
RKKX114	INTRODUCTION TO RECREATION AS A PROFESSION	12	
RKKX115	INTRODUCTION TO LEISURE BEHAVIOUR	12	
RKKX124	GROUP DYNAMICS IN RECREATION	12	
RKKX126	RECREATION ACTIVITY LEADERSHIP	12	
RKKX215	LEISURE BEHAVIOUR	16	
RKKX216	INCLUSIVE RECREATION	16	
RKKX225	RECREATION PROGRAMMING	16	
RKKX226	FACILITIES MANAGEMENT	16	
RKKX316	LEISURE EDUCATION	16	
RKKX317	RECREATION MANAGEMENT AND ADMINISTRATION	16	
RKKX328	RECREATION SERVICE DELIVERY	8	
VGHB221	CONSUMER PURCHASING PRACTICES AND RESOURCE MANAGEMENT	16	VGHB122
VGHB311	INTERIOR DESIGN AND HOUSING	24	VGHB221
VKLE214	INTRODUCTION TO THE FASHION INDUSTRY	16	VKLE114
VKLE312	TEXTILE STUDIES	16	VKLE214 VGHB122
VKLE321	FASHION INDUSTRY AND PSYCHO-SOCIAL CLOTHING BEHAVIOUR	16	VKLE312
VPBB421	HEALTH SERVICE MANAGEMENT SKILLS	8	
VPBP471	HEALTH SERVICE MANAGEMENT PRACTICE	8*	
VPEK311	INTRODUCTORY AND CLINICAL PSYCHIATRIC NURSING SCIENCE	16	

Module code	Descriptive name	Credits	Prerequisites
VPEP471	PSYCHIATRIC NURSING SCIENCE PRACTICE	28*	
VPER421	PSYCHIATRIC NURSING SCIENCE PRACTICE	16	
VPEV321	PSYCHIATRIC SKILLS AND METHODS	16	
VPFB121	BASIC NEEDS AND PROFESSIONAL SKILLS	16	
VPM111	INTRODUCTION TO FUNDAMENTAL NURSING SCIENCE	16	
VPFP171	FUNDAMENTAL NURSING SCIENCE PRACTICE	12*	
VPG111	INTRODUCTION TO COMMUNITY NURSING SCIENCE	8	
VPGO221	EXTENSIVE PRIMARY HEALTH CARE	8	
VPGP171	COMMUNITY NURSING SCIENCE PRACTICE	8*	
VPGP271	COMMUNITY NURSING SCIENCE PRACTICE	12*	
VPGP372	COMMUNITY AND PSYCHIATRIC NURSING SCIENCE PRACTICE	8*	
VPGR122	COMMUNITY NURSING SCIENCE PROCESSES	8	
VPGR211	INTRODUCTION TO PRIMARY HEALTH CARE	8	
VPGS311	RURAL AND URBAN COMMUNITY HEALTH	8	
VPGW211	HEALTH PROMOTION FOR NURSING SCIENCE	8	
VPLS371	LIFESTYLE ENRICHMENT	8	
VPLS471	PSYCHIATRIC AND NURSING SCIENCE SKILLS AND METHODS	8	
VPNN323	INTRODUCTION TO NURSING RESEARCH	8	
VPNN411	METHODOLOGY OF NURSING RESEARCH	8	
VPNP471	NURSING RESEARCH PROJECT	8	
VPPF411	LEGISLATION AND PROFESSIONAL PRACTICE	8	
VPVA412	COMPLICATED MIDWIFERY	16	
VPVB321	NORMAL CHILDBIRTH AND COMPLICATED PREGNANCY	16	
VPVI222	INTRODUCTORY MIDWIFERY AND NORMAL PREGNANCY	8	

Module code	Descriptive name	Credits	Prerequisites
VPVN311	NORMAL NEONATE, PUERPERIUM AND PARENTHOOD	8	
VPVP372	MIDWIFERY PRACTICE I	18*	
VPVP472	MIDWIFERY PRACTICE II	32*	
VPWB211	IMPAIRED HEALTH STATUS AND MINOR DISORDERS	16	
VPWG221	MINOR DISORDERS	16	
VPWP271	MINOR DISORDERS IN PRACTICE	16*	
VPXP371	SPECIALIZATION NURSING SCIENCE PRACTICE	16*	
VPXS311	SPECIALIZATION NURSING SCIENCE I	16	
VPXS321	SPECIALIZATION NURSING SCIENCE II	16	
VVBG211	INTRODUCTION TO CONSUMER BEHAVIOUR	12	
VVBG311	CONSUMER DECISION-MAKING	16	VVBG211
VVBG321	THE SOUTH AFRICAN CONSUMER	16	VVBG311
VVDL213	ANIMAL FOOD GROUPS AND SYSTEMS	16	VVDL123
VVDL324	NEW FOOD PRODUCT DEVELOPMENT PROCESSES	16	VVDL213 VVDL313
WVGW221	KNOW AND UNDERSTAND THE WORLD OF HEALTH	12	
WVPS321	PROFESSIONAL ETHICS FOR THE PHARMACIST	12	FCHG412 (40) FKLG412 (40) FMSG412 (40) FPFG412 (40) FPKG414 (40) HSC.13.9(a)

HSC.3 QUALIFICATIONS PHASING OUT DIPLOMA IN SPORT SCIENCE

PHASE OUT Only 3 rd year 2019 Refer to 2017 yearbook Programme OU and name: 8635 PC and MC Coaching Science
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HSC.3.1.1 Compilation of programme: Sport Science

Qualification and programme code: 832 100, Curriculum code: G101P/M

(PHASED OUT)			(PHASED OUT)			2019		
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	HMPG211	X	8	HMDC211	X	8
MBWK112	X	12	Choose ONE: HMXX211 HMXS211 HMXT211	X	8	HMSC312	H	16
MBXR112	H	12	MBWK216	X	8	MBXR217	X	8
MBXR114	X	12	MBXR214	X	8	MBXR219	X	8
			MBXR216	H	16			
Total 1st semester		36	Total 1st semester		48	Total 1st semester		40
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121#	X	12	Choose ONE: HMXX221 HMXH221	X	8	HMSC122	X	12
Choose ONE: MBXA124 MBXC124 MBXR124 MBXS124	H	12	MBWK223	X	8	Choose ONE: MBXA324 MBXR324 MBXS324	H	32
MBXK124	X	12	Choose ONE: MBXA225 MBXR225 MBXS225	H	16			
PSYC121	X	12	WVGW221	X	12			
Total 2nd semester		48	Total 2nd semester		44	Total 2nd semester		44
Total Year Level 1		84	Total Year Level 2		92	Total Year Level 3		84
Credit total of programme								260

**HSC.3.2 BACHELOR OF SCIENCE IN BIOLOGICAL SCIENCES WITH
PHYSIOLOGY AND BIOCHEMISTRY**

PHASE OUT
Only 3rd year 2019
Refer to 2017 yearbook
Programme OU and name: 8665 PC Physiology

HSC.3.2.1 Compilation of programme: Physiology and Biochemistry

Qualification and programme code: 200 112, Curriculum code: G301P

(PHASED OUT)			(PHASED OUT)			2019		
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	BCHN213	H	16	BCHS316	H	16
CHEM111	X	12	CHEN211	X	8	BCHS317	H	16
DRKS111	X	12	CHEN212	X	8	FLGX312	H	8
FLGX113	H	12	FLGX213	H	16	FLGX313	H	8
FSKS113	X	12	WVNS211	X	12	FLGX317	H	8
WISN111	X	12						
Total 1st semester		60	Total 1st semester		60	Total 1st semester		56
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121#	X	12	BCHN222	H	16	BCHS321	H	16
CHEM121	X	12	CHEN221	X	8	BCHS322	H	16
FLGX123	H	12	CHEN222	X	8	FLGX325	H	16
FSKS123	X	12	FLGX223	H	8	FLGX328	H	8
WISN121	X	12	FLGX224	H	8	FLGX329	H	8
			WVGW221	X	12			
Total 2nd semester		60	Total 2nd semester		60	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		120	Total Year Level 3		120
Credit total of the Curriculum								360

HSC.3.3 BACHELOR OF SCIENCE IN BIOLOGICAL SCIENCES WITH PSYCHOLOGY AND COMPUTER SCIENCE AND INFORMATION SYSTEMS

PHASE OUT
 Only 3rd year 2019
 Refer to 2017 yearbook
 Programme OU and name: 8657 PC Psychology

HSC.3.3.1 Compilation of programme: Psychology and Computer Science and Information Systems

Qualification and programme code: 200 112, Curriculum code: G305P

(PHASED OUT)			(PHASED OUT)			2019		
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	ITRW212	H	16	ITRW311	H	16
ITRW112	H	12	ITRW213	H	16	ITRW316	H	16
PSYC111	H	12	PSYC211	H	16	PSYC311	H	16
STTN111	X	12	PSYC212	H	16	PSYC312	H	16
WISN111	X	12						
Total 1st semester		48	Total 1st semester		64	Total 1st semester		64
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121#	X	12	ITRW222	H	16	ITRW321	H	16
ITRW123	H	12	ITRW225	H	16	ITRW322	H	16
ITRW124	H	12	PSYC221	H	16	PSYC321	H	16
PSYC121	H	12	WVGW221	X	12	PSYC322	H	16
STTN121	X	12						
WISN121	X	12						
Total 2nd semester		72	Total 2nd semester		60	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		124	Total Year Level 3		128
Credit total of the Curriculum								372

HSC.3.4 BACHELOR OF SCIENCE IN BIOLOGICAL SCIENCES WITH PSYCHOLOGY AND MATHEMATICS

PHASE OUT
Only 3rd year 2019
Refer to 2017 yearbook
Programme OU and name: 8657 PC Psychology

HSC.3.4.1 Compilation of programme: Psychology and Mathematics

Qualification and programme code: 200 112, Curriculum code: G307P

(PHASED OUT)			(PHASED OUT)			2019		
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	ITRW213	X	16	PSYC311	H	16
ITRW112	X	12	PSYC211	H	16	PSYC312	H	16
PSYC111	H	12	PSYC212	H	16	WISN313	H	16
STTN111	X	12	WISN211	H	8	WISN312	H	16
WISN111	H	12	WISN212	H	8			
Total 1st semester		48	Total 1st semester		64	Total 1st semester		64
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	PSYC221	H	16	PSYC321	H	16
ITRW123	X	12	TGWN223	X	8	PSYC322	H	16
ITRW124	X	12	WISN224	H	8	WISN323	H	16
PSYC121	H	12	WISN226	H	8	WISN322	H	16
STTN121	X	12	WVGW221	X	12			
WISN121	H	12						
Total 2nd semester		72	Total 2nd semester		52	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		116	Total Year Level 3		128
Credit total of the Curriculum								364

HSC.3.5 BACHELOR OF SCIENCE IN HEALTH SCIENCES WITH PHYSIOLOGY AND PSYCHOLOGY

PHASE OUT
 Only 3rd year 2019
 Refer to 2017 yearbook
 Programme OU and name: 8665 PC Physiology

HSC.3.5.1 Compilation of programme: Physiology and Psychology

Qualification and programme code: 200 186, Curriculum code: G301P

(PHASED OUT)			(PHASED OUT)			2019		
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	FLGX213	H	16	FLGX312	H	8
CHEM111	X	12	PSYC211	H	16	FLGX313	H	8
FLGX113	H	12	PSYC212	H	16	FLGX317	H	8
FSKS113	X	12	WVNS211	X	12	PSYC311	H	16
PSYC111	H	12	SOCY111#	X	12	PSYC312	H	16
STTN111	X	12						
Total 1st semester		60	Total 1st semester		72	Total 1st semester		56
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121#	X	12	FLGX223	H	8	FLGX325	H	16
CHEM121	X	12	FLGX224	H	8	FLGX328	H	8
FLGX123	H	12	PSYC221	H	16	FLGC329	H	8
PSYC121	H	12	STTN124	H	12	PSYC321	H	16
BMAN121	X	12	WVGW221	X	12	PSYC322	H	16
Total 2nd semester		60	Total 2nd semester		56	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		128	Total Year Level 3		120
Credit total of the Curriculum								368

HSC.3.6 BACHELOR OF HEALTH SCIENCES WITH HUMAN MOVEMENT SCIENCE AND RECREATION SCIENCE

PHASE OUT
 Only 3rd year in 2019
 Refer to 2017 yearbook
 Programme OU and name: 8636 PC Human Movement Science

HSC.3.6.1 Compilation of programme: Human Movement Science and Recreation Science

Qualification and programme code: 8DJ H04, Curriculum code: G301P

(PHASED OUT)			(PHASED OUT)			2019		
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	Choose ONE: HMXA211 HMXX211 HMXS211 HMXT211	X	8	MBWK315	H	16
FLGX114	X	12	MBWK216	H	8	MBWK316	H	16
MBWA112	H	12	MBWK217	H	8	RKKX316	H	16
MBWK112	H	12	MBWK219	H	8	RKKX317	H	16
RKKX114	H	12	RKKX215	H	16	WVES311	X	12
RKKX115	H	12	RKKX216	H	16			
Total 1st semester		60	Total 1st semester		64	Total 1st semester		76
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121#	X	12	Choose ONE: HMXG221 HMXH221 HMXX221 HMXR221	X	8	HMSC322	H	16
FLGX124	X	12	MBWK223	H	8	HMSC324	H	16
MBWA122	H	12	MBWK225	H	8	MBWK325	H	16
RKKX124	H	12	MBWK226	H	8	RKKX328	H	8
RKKX126	H	12	RKKX225	H	16			
			RKKX226	H	16			
			WVGW221	X	12			
Total 2nd semester		60	Total 2nd semester		76	Total 2nd semester		56
Total Year Level 1		120	Total Year Level 2		140	Total Year Level 3		132
Credit total of the Curriculum								392

HSC.3.7 BACHELOR OF ARTS IN HEALTH SCIENCES WITH HUMAN MOVEMENT SCIENCES AND PSYCHOLOGY

PHASE OUT
 Only 3rd year 2019
 Refer to 2017 yearbook
 Programme OU and name: 8636 PC Human Movement Science

HSC.3.7.1 Compilation of programme: Human Movement Sciences and Psychology
 Qualification and programme code: 100 167, Curriculum code: G301P

(PHASED OUT)			(PHASED OUT)			2019		
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	Choose ONE: HMXA211 HMXN211 HMXS211 HMXT211	X	8	MBWK315	H	16
FLGX114	X	12	MBWK216	H	8	MBWK316	H	16
MBWA112	H	12	MBWK217	H	8	PSYC311	H	16
MBWK112	H	12	MBWK219	H	8	PSYC312	H	16
MBWK114	H	12	PSYC211	H	16	WVES311	X	12
PSYC111	H	12	PSYC212	H	16			
Total 1st semester		60	Total 1st semester		64	Total 1st semester		76
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121#	X	12	HMSC122	H	12	HMSC324	H	16
FLGX124	X	12	Choose ONE: HMXG221 HMXH221 HMXX221 HMXR221	X	8	MBWK325	H	16
MBWA122	H	12	MBWK223	H	8	PSYC321	H	16
MBXK124	X	12	MBWK225	H	8	PSYC322	H	16
PSYC121	H	12	PSYC221	H	16			
			WVGW221	X	12			
Total 2nd semester		60	Total 2nd semester		64	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		128	Total Year Level 3		140
Credit total of the Curriculum								388

HSC.3.8 BACHELOR OF ARTS IN PSYCHOLOGY AND LABOUR RELATIONS

PHASE OUT
 Only 3rd year 2019
 Refer to 2017 yearbook
 Programme OU and name: 8657 PC Psychology

HSC.3.8.1 Compilation of programme: Psychology and Labour Relations
 Qualification and programme code: 100 170, Curriculum code: G301P

(PHASED OUT)			(PHASED OUT)			2019		
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	IOPS211	X	16	LARM311	H	16
BMAN111	X	12	LARM212	H	16	PSYC311	H	16
KCOM112	X	12	PSYC211	H	16	PSYC312	H	16
LARM111	H	12	PSYC212	H	16			
PSYC111	H	12						
PUMA112	X	12						
Total 1 st semester		60	Total 1 st semester		64	Total 1 st semester		48
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121	X	12	LARM221	H	16	LARM321	H	16
BMAN121	X	12	LLAW221	X	12	LARM322	H	16
IOPS121	H	12	PSYC221	H	16	PSYC321	H	16
KCOM122	X	12	WVGW221	X	12	PSYC322	H	16
PSYC121	H	12						
PUMA122	X	12						
Total 2 nd semester		72	Total 2 nd semester		56	Total 2 nd semester		64
Total Year Level 1		132	Total Year Level 2		120	Total Year Level 3		112
Credit total of the Curriculum								364

HSC.3.9 BACHELOR OF ARTS IN PSYCHOLOGY AND GEOGRAPHY & ENVIRONMENT STUDY

PHASE OUT
 Only 3rd year 2019
 Refer to 2017 yearbook
 Programme OU and name: 8657 PC Psychology

HSC.3.9.1 **Compilation of programme: Psychology and Geography and Environment Study**
Qualification and programme code: 100 172, Curriculum code: G301P

(PHASED OUT)			(PHASED OUT)			2019		
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	GGFS212	H	16	GGFS312	H	32
GGFS112	H	12	PSYC211	H	16	PSYC311	H	16
LARM111	X	12	PSYC212	H	16	PSYC312	H	16
PSYC111	H	12	Select ONE: LARM212 SOCL211	X	16			
SOCL111	X	12						
TMBP111	X	12						
Total 1st semester		60	Total 1st semester		64	Total 1st semester		64
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121#	X	12	GGFS222	H	16	GGFS322	H	32
GGFS121	H	12	PSYC221	H	16	PSYC321	H	16
IOPS121	X	12	WVGW221	X	12	PSYC322	H	16
PSYC121	H	12	Select ONE: LARM221 SOCL221	X	16			
SOCL121	X	12						
TMBP121	X	12						
Total 2nd semester		72	Total 2nd semester		60	Total 2nd semester		64
Total Year Level 1		132	Total Year Level 2		124	Total Year Level 3		128
Credit total of the Curriculum								384

HSC.3.10 BACHELOR OF ARTS IN PSYCHOLOGY AND TOURISM MANAGEMENT

PHASE OUT
 Only 3rd year 2019
 Refer to 2017 yearbook
 Programme OU and name: 8657 PC Psychology

HSC.3.10.1 Compilation of programme: Psychology and Tourism Management
 Qualification and programme code: 100 175, Curriculum code: G302P

(PHASED OUT)			(PHASED OUT)			2019		
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	BMAN211	X	16	PSYC311	H	16
BMAN111	X	12	PSYC211	H	16	PSYC312	H	16
KCOM112	X	12	PSYC212	H	16	TMBP311 OR TMBP312	H	16
PSYC111	H	12	TMBP211	H	16			
TMBP111	H	12						
Select ONE ATSN111 FREB111 GERB111	X	12						
Total 1st semester		60	Total 1st semester		64	Total 1st semester		48
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121#	X	12	BMAN221	X	16	LARM322	H	16
BMAN121	X	12	PSYC221	H	16	PSYC321	H	16
KCOM122	X	12	TMBP221	H	16	PSYC322	H	16
PSYC121	H	12	WVGW221	X	12	TMBP321 OR TMBP322	H	16
TMBP121	H	12						
Select ONE ATSN121 FREB121 GERB121	X	12						
Total 2nd semester		72	Total 2nd semester		60	Total 2nd semester		64
Total Year Level 1		132	Total Year Level 2		124	Total Year Level 3		112
Credit total of the Curriculum								368

**HSC.3.11 BACHELOR OF ARTS IN BEHAVIOURAL SCIENCES WITH
PSYCHOLOGY AND LABOUR RELATIONS MANAGEMENT**

PHASE OUT
Only 3rd year 2019
Refer to 2017 yearbook
Programme OU and name: 8657 PC Psychology

HSC.3.11.1 Compilation of programme: Psychology and Labour Relations Management

Qualification and programme code: 100 143, Curriculum code: L303V

(PHASED OUT)			(PHASED OUT)			2019		
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	IOPS211	X	16	IOPS311	X	16
BMAN111	X	12	LARM211	H	16	LARM311	H	16
**KCOM112	X	12	PSYC211	H	16	PSYC311	H	16
LARM111	H	12	PSYC212	H	16	PSYC312	H	16
PSYC111	H	12						
STTN111	X	12						
Total 1st semester		60	Total 1st semester		64	Total 1st semester		64
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121	X	12	LARM221	H	16	LARM321	H	16
BMAN121	X	12	LLAW221	X	12	LARM322	H	16
IOPS121	H	12	PSYC221	H	16	PSYC321	H	16
**KCOM122	X	12	WVGW221	X	12	PSYC322	H	16
PSYC121	H	12						
Total 2nd semester		60	Total 2nd semester		56	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		120	Total Year Level 3		128
Credit total of the Curriculum								368

*PHIL221 can be taken as a choice module

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

HSC.3.12 BACHELOR OF SCIENCE IN HUMAN MOVEMENT SCIENCE AND PHYSIOLOGY

PHASE OUT
 Only 3rd year 2019
 Refer to 2017 yearbook
 Programme OU and name: 8636 PC Human Movement Science

HSC.3.12.1 Compilation of programme: Human Movement Science and Physiology
 Qualification and programme code: 200 187, Curriculum code: G302P

(PHASED OUT)			(PHASED OUT)			2019		
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	FLGX213	H	16	FLGX312	H	8
CHEM111	X	12	MBWK219	X	8	FLGX313	H	8
FLGX113	H	12	Select ONE: HMXA211 HMXN211 HMXS211 HMXT211	X	8	FLGX317	H	8
MBWA112	H	12	MBWK216	H	8	MBWK315	H	16
MBWK112	H	12	MBWK217	H	8	MBWK316	H	16
MBWK114	H	12	WVES311	X	12			
Total 1st semester		60	Total 1st semester		60	Total 1st semester		56
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121#	X	12	FLGX223	H	8	FLGX325	H	16
CHEM121	X	12	FLGX224	H	8	FLGX328	H	8
FLGX123	H	12	HMSC122	H	12	FLGX329	H	8
MBWA122	H	12	MBWK223	H	16	HMSC324	H	16
MBXK124	X	12	Select ONE: HMXXG221 HMXXH221 HMXXK221 HMXXR221	X	8	MBWK325	H	16
			MBWK225	H	8			
			WVGW221	X	12			
Total 2nd semester		60	Total 2nd semester		72	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		132	Total Year Level 3		120
Credit total of the Curriculum								372

HSC.3.13 BACHELOR OF SCIENCE CONSUMER SCIENCES

PHASE OUT
 Only 2nd and 3rd year 2019
 Refer to 2018 yearbook
 Programme OU and name: 8663 PC Consumer Sciences

HSC.3.13.1 Compilation of programme: Consumer Sciences with Business Management

Qualification and programme code: 845 100, Curriculum code: G303P

(PHASED OUT)								
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	ACCS111	X	16	VGHB311	H	24
BMAN111	X	12	MKBX213	X	8	VKLE312	H	16
FLGX114	X	12	VKLE214	H	16	VVVG311	H	16
NUTB112	X	12	VVVG211	H	12	WVES311	X	12
VKLE114	H	12	VVDL213	H	16			
VVDL112	H	12						
Total 1st semester		60	Total 1st semester		68	Total 1st semester		68
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	IOPS121	X	12	BMAN222	X	16
BMAN121	X	12	NUTF221	X	12	NUTF321	X	16
NUTB121	X	12	VGHB221	H	16	VKLE321	H	16
VGHB122	H	12	WVGW221	X	12	VVVG321	H	16
VVDL123	H	12				VVDL324	H	16
Total 2nd semester		60	Total 2nd semester		52	Total 2nd semester		80
Total Year Level 1		120	Total Year Level 2		120	Total Year Level 3		148
Credit total of the Curriculum								388

HSC.3.13.2 Compilation of programme: Consumer Sciences with Tourism Management

Qualification and programme code: 845 100, Curriculum code: G304P

(PHASED OUT)								
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	ACCS111	X	16	VGHB311	H	24
FLGX114	X	12	MKBX213	X	8	VKLE312	H	16
NUTB112	X	12	VKLE214	H	16	VVBG311	H	16
TMBP111	X	12	VVBG211	H	12	WVES311	X	12
VKLE114	H	12	VVDL213	H	16			
VVDL112	H	12						
Total 1st semester		60	Total 1st semester		68	Total 1st semester		68
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	IOPS121	X	12	NUTF321	X	16
NUTB121	X	12	NUTF221	X	12	TMBP221	X	16
TMBP122	X	12	VGHB221	H	16	VKLE321	H	16
VGHB122	H	12	WVGW221	X	12	VVBG321	H	16
VVDL123	H	12				VVDL324	H	16
Total 2nd semester		60	Total 2nd semester		52	Total 2nd semester		80
Total Year Level 1		120	Total Year Level 2		120	Total Year Level 3		148
Credit total of the Curriculum								388

HSC.3.14 BACHELOR OF SOCIAL WORK

PHASE OUT
Only 3rd and 4th year 2019
Refer to 2017 yearbook (Programme OU and name: 8658 PC,MC,VC Social Work)

HSC.3.14.1 Compilation of programme: Social Work

Qualification and programme code: 111 101, Curriculum code: G403P/M/V

(PHASED OUT)			(PHASED OUT)								
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
AGLA111/ AGLE111#	A	-	BSWG214	H	8	BSWG311	H	8	BSWG412	H	16
BSWG111	H	12	BSWI211	H	12	BSWI311	H	8	BSWG414	H	8
BSWG114	H	12	BSWI212	H	8	BSWI312	H	12	BSWG416	H	8
						BSWI313	H	8	BSWG418	H	8
BSWI111	H	12	PSYC211	H	16	Select between Psychology or Sociology			BSWG419	H	8
PSYC111	H	12	PSYC212	H	16	PSYC311 and PSYC312	H	16 and 16	BSWI411	H	12
SOCL111	H	12	SOCL211	H	16	OR					
						SOCL311	H	32			
						WVLS314	X	12			
Total 1st semester		60	Total 1st semester		76	Total 1st semester		80	Total 1st semester		60
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Second modules		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
AGLA121/ AGLE121	X	12	BSWG223	H	8	BSWI321	H	12	BSWI471	H	24
BSWI121	H	12	BSWG226	H	8	BSWI322	H	12	BSWP471	H	56
BSWI122	H	12	BSWI221	H	8	BSWP321	H	16			
PSYC121	H	12	BSWI222	H	8	Select between Psychology or Sociology					
SOCL121	H	12	PSYC221	H	16	PSYC321 and PSYC322	H	16 and 16			
			SOCL221	H	16	OR					
			WVGW221	X	12	*Choose TWO					
						SOCL322 (MC)	H	16			
						SOCL324 (PC, VC)	H	16			
						SOCL325 (VC)	H	16			
						SOCL326 (MC)	H	16			
						SOCL328 (PC)	H	16			
Total 2nd semester		60	Total 2nd semester		76	Total 2nd semester		72	Total 2nd semester		80
Total Year Level 1		120	Total Year Level 2		152	Total Year Level 3		152	Total Year Level 4		140
Credit total of the Curriculum										564	

HSC.3.15 BACHELOR OF PHARMACY

PHASE OUT
Only 3rd and 4th year in 2019
Refer to 2017 yearbook
Programme OU and name: 8666 PC School of Pharmacy

HSC.3.15.1 Compilation of programme: Pharmacy

Qualification and programme code: 800 101, Curriculum code: G413P

(PHASED OUT)			(PHASED OUT)								
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
AGLA111/ AGLE111#	A	-	CHEN213	X	8	FCHG312	H	16	FCHG412	H	16
CHEM111	X	12	FBCG211	H	8	FKLG312	H	16	FKLG412	H	16
FLPX113	X	12	FKLG212	H	16	FMSG312	H	16	FMSG412	H	16
FPKG112	H	12	FMSG212	H	16	FPFG312	H	16	FPFG412	H	16
FPKG113	H	12	FPFG211	H	16	FPKG313	H	16	FPKG414	H	16
MKPN111	X	12	FPKG211	H	16						
Total 1st semester		60	Total 1st semester		80	Total 1st semester		80	Total 1st semester		80
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Second semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
AGLA121/ AGLE121	X	12	FCHG222	H	12	FCHG322	H	12	FFSG421	H	24
CHEM121	X	12	FKLG222	H	16	FKLG322	H	16	FNPG421	H	32
FCAG122	H	12	FMSG223	H	16	FMSG322	H	16	WVPS321	H	12
FLPX123	X	12	FPFG221	H	8	FPFG322	H	16			
FPFG121	H	12	FPKG221	H	8	FPKG324	H	8			
			WVGW221	X	12						
Total 2nd semester		60	Total 2nd semester		72	Total 2nd semester		68	Total 2nd semester		68
Total Year Level 1		120	Total Year Level 2		152	Total Year Level 3		148	Total Year Level 4		148
Credit total of the Curriculum										568	

HSC.3.16 BACHELOR OF SCIENCE IN DIETETICS

PHASE OUT
Only 4th year in 2019
Refer to 2017 yearbook
Programme OU and name: 8664 PC Nutrition

HSC.3.16.1 Compilation of programme: Dietetics

Qualification and programme code: 206 101, Curriculum code: G402P

(PHASED OUT)			(PHASED OUT)			(PHASED OUT)					
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			Year modules		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA111/ AGLE111#	A	-	BCHF215	X	16	BCDT311	X	12	NUTC471*	H	32
CHEM111	X	12	FLGX213	H	16	FLGX312	H	8	NUTF471*	H	32
FLGX113	H	12	MKBX213	X	8	FLGX317	H	8	NUTR471*	H	32
NUTB111	H	12	NUTB211	H	16	NUTP371*	H	16	NUTT471*	H	40
NUTB112	H	12	NUTP271*	H	12	NUTT311	H	24			
VVDL112	X	12	VVDL213	X	16	STTN111	X	12			
Total 1st semester		60	Total 1st semester		84	Total 1st semester		88			
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Year modules		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA111/ AGLE121	X	12	BCHG221	X	16	FLGX329	H	8			
ANAV121	X	12	FLGX223	H	8	NUTC321	H	8			
CHEM121	X	12	FLGX224	H	8	NUTF321	H	16			
FLGX123	H	12	NUTC221	H	8	NUTR321	H	16			
NUTB121	H	12	NUTF221	H	12	NUTT321	H	24			
VVDL123	X	12	WVGW221	X	12	NUTT322	H	8			
Total 2nd semester		72	Total 2nd semester		64	Total 2nd semester		72			
Total Year Level 1		132	Total Year Level 2		148	Total Year Level 3		160	Total Year Level 4		136
Credit total of the Curriculum									576		

* Year module

HSC.3.17 BACHELOR OF NURSING

PHASE OUT Only 2nd and 3rd year 2019 Refer to 2018 yearbook Programme OU and name: 9242 MC School of Environmental and Health Sciences

HSC.3.17.1 Compilation of programme: Bachelor of Nursing (Management)

Qualification and programme code: 269 100, Curriculum code: N109MP

(PHASED OUT)								
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	X	12	CHNM211	H	30	CHNM311	H	18
CHNM111	H	12	BMAN111	H	23	KCOM111	H	12
NADM111	H	12	NADM211	H	24	NADM311	H	18
NADM112	H	12	SOCY111	H	12	NRMM311	H	12
NEDM111	H	12						
Total 1st semester		60	Total 1st semester		78	Total 1st semester		60
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	CHNM222	H	30	CHNM322	H	30
CHNM122	H	12	BMAN121	H	12	NADM322	H	18
NADM121	H	12	NADM222	H	24	NRPM322	H	12
NEDM122	H	12	SOCY121	H	12			
Total 2nd semester		48	Total 2nd semester		78	Total 2nd semester		60
Total Year Level 1		108	Total Year Level 2		156	Total Year Level 3		120
Credit total of the Curriculum								384

HSC.3.17.2 Compilation of programme: Bachelor of Nursing (Education)

Qualification and programme code: 269 101, Curriculum code: N110M

(PHASED OUT)								
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	X	12	CHNM211	H	30	CHNM311	H	18
CHNM111	H	12	BMAN111	H	23	KCOM111	H	12
NADM111	H	12	NEDM211	H	24	NEDM311	H	18
NADM112	H	12	SOCY111	H	12	NRMM311	H	12
NEDM111	H	12						
Total 1st semester		60	Total 1st semester		78	Total 1st semester		60
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	CHNM222	H	30	CHNM322	H	30
CHNM122	H	12	BMAN121	H	12	NEDM322	H	18
NADM121	H	12	NEDM222	H	24	NRPM322	H	12
NEDM122	H	12	SOCY121	H	12			
Total 2nd semester		48	Total 2nd semester		78	Total 2nd semester		60
Total Year Level 1		108	Total Year Level 2		156	Total Year Level 3		120
Credit total of the Curriculum								384

**HSC.3.19 BACCALAUREUS CURATIONIS (EDUCATIONIS ET
ADMINISTRATIONIS)**

THIS PROGRAMME IS ONLY FOR PIPELINE STUDENTS

HSC.3.19.1 Code: 829 100; G318T

HSC.4 DIPLOMA IN COACHING SCIENCE

HSC.4.1 PROGRAMME OU AND NAME: 8635 PC, MC COACHING SCIENCE

HSC.4.2 CODE: 8EN A01; G201P/M

HSC.4.3 SITE OF DELIVERY AND DELIVERY MODE

Potchefstroom (Afrikaans, English), Mafikeng (English). Sites specialising in different sport modules. Full-time, Contact

HSC.4.4 PURPOSE OF QUALIFICATION

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

HSC.4.5 QUALIFICATION OUTCOMES

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

- a) detailed knowledge and understanding of the coaching process and methodology as well as the rules of specific sporting disciplines;
- b) ability to select, evaluate and effectively apply with discernment standard procedures during coaching and to address fundamental coaching problems or issues in a particular sport of choice with a view to develop individuals or teams in that particular sport;
- c) ability to distinguish and solve coaching challenges in both familiar and unfamiliar sporting contexts and to apply the solutions to support development in coaching practice;
- d) understanding of the ethical implications of decisions, actions and practices specifically relevant to the field of coaching of children and adults;
- e) accurate and coherent written and verbal communication of training programmes and a sport management action plan and feedback on specific video notation analyses with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism;
- f) act as group member and a group leader and contribute appropriate information/skills to successfully develop a gym programme for athletes and assess the success of task completion against given criteria;
- g) monitor own learning progress and use of available resources to successfully realize all outcomes of this qualification.

HSC.4.6 DURATION (MINIMUM AND MAXIMUM DURATION)

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

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

HSC.4.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION

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

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

*Information is subject to change

HSC.4.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS

A student who wants to register for the Diploma in Coaching Science should, prior to starting the programme be in a suitable physical condition to do practical sessions.

HSC.4.9 FACULTY-SPECIFIC RULES

- a) Students who would like to continue with the degree in Sport Coaching and Human Movement Science, after completing their diploma, must achieve an average of 60% for all 1st year modules (excluding PSYC111 and ALDA/E) as well as 60% average in the 1st semester of the second year.

HSC.4.10 COMPILATION OF PROGRAMME: COACHING SCIENCE

Qualification and programme code: 8EN A01, Curriculum code: G201P/M

YEAR LEVEL 1			YEAR LEVEL 2		
First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	HMDC211	H	8
HMDC111	H	12	HMDC212	H	16
HMDC112	H	12	HMPG211	X	8
Choose ONE: HMPA111 HMPR111 HMPS111	H	12	Choose ONE: HMPA211 HMPR211 HMPS211	X	8
HMSC112	X	12	HMSC312	H	16
PSYC111	X	12	Choose ONE: HMXX211 HMXS211 HMXT211	H	8
Total 1st semester		60	Total 1st semester		64
YEAR LEVEL 1			YEAR LEVEL 2		
Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	HMDC221	H	16
HMDC121	H	12	Choose ONE: HMPA221 HMPR221 HMPS221	H	16
Choose ONE: HMPA121 HMPR121 HMPS121	H	12	HMSC325	H	16
HMSC121	X	12	Choose ONE: HMXX221 HMXXH221	X	8
HMSC122	X	12	WVGW221	X	12
Total 2nd semester		60	Total 2nd semester		68
Total Year Level 1		120	Total Year Level 2		132
Credit total of programme					252

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

* HMPA & HMPR modules (Potch), HMPS modules (Mafikeng)

HSC.5 BACHELOR OF HEALTH SCIENCES

HSC.5.1 SITE OF DELIVERY AND DELIVERY MODE

Potchefstroom (Afrikaans, English). Full-time, Contact

HSC.5.2 PURPOSE OF QUALIFICATION

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

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

HSC.5.3 QUALIFICATION OUTCOMES

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

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

HSC.5.4 DURATION (MINIMUM AND MAXIMUM DURATION)

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

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

HSC.5.5 ADMISSION REQUIREMENTS FOR THE QUALIFICATION

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

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

The required APS-score is 24;

- c) **Language requirement:** A pass mark of 50-59%(level 4) in the language of teaching and learning concerning home language or first additional language level;
- d) Prospective students will be subject to an academic paper selection process and availability of capacity in the subject field. The best average mark will be taken into consideration.
- e) Students had to comply to the subject specific requirements as described in Faculty Rules before admission to a programme in the different specialisation fields.

*Information is subject to change

HSC.5.6 FACULTY-SPECIFIC ADMISSION REQUIREMENTS

- b) A student must hold a full Matriculation exemption certificate and an average pass mark of 60% during the matriculation examinations.
- c) A student who register for Human Movement Science as a major should, prior to starting the programme be in a suitable physical condition to do practical sessions .
- d) Students who have completed their Diploma in Coaching Science and who want to apply for continuation of study in Sport Coaching and Human Movement Science, must have obtained an average mark of 60% in the first year (excluding PSYC111 and ALDA/E) and 1st semester of the 2nd year in the Diploma programme.
- e) Students should adhere to pre-requisites mentioned in the list of modules HSC.2, before progressing to follow-up modules.
- f) Students, who want to be considered for Honours selection in Kinder Kinetics, must register for HMXS211 and HMXG221 in their second year.
- g) Successful completion of the Bachelor of Health Sciences will provide the student with the opportunity to further his/her studies by enrolling for a cognate B Hons Degree at HEQF level 8, but is subject to a selection process and availability of capacity in the relevant subject field.
- h) Also refer to HSC.1 of this Yearbook.

HSC.5.7 FACULTY-SPECIFIC RULES

HSC.5.7.1 Choice between sport modules

HMXA211 (POTCH) OR HMXN211 (POTCH) OR HMXS211 (POTCH) OR HMXT211 (POTCH/MAFIKENG)

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

HMXG221 (POTCH) OR HMXH221 (POTCH/MAFIKENG) OR HMXK221 (POTCH) OR HMXR221 (POTCH)

- Year level 2 second semester: Students choose one sport out of the choices.

- Year level 3 second semester: Students choose one sport out of the choices, **but it must not be the same choice as in year level two.**

- Please take note of the modules offered on a specific campus.

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

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

Mafikeng: Soccer

Potchefstroom & Mafikeng: Hockey, Tennis

HSC.5.8 BACHELOR OF HEALTH SCIENCES WITH PHYSIOLOGY AND BIOCHEMISTRY

HSC.5.8.1 Programme OU and name: 8665 PC Physiology

HSC.5.8.2 Code: 8DJ H01; G301P

HSC.5.8.3 Programme outcomes

In this programme there are curricula of which the major modules resort under both the Faculties of Health Sciences and Natural and Agricultural Sciences.

The curricula composed in this programme give a good basic training in the Health Sciences. In the composition of the curricula consideration was given to career possibilities and occupational needs of our country. These curricula also prepare the student for post-graduate study in the various majors.

The purpose of the programme is to contribute to the personal development of students and to give students the opportunity to obtain degree level skills, views and applied scientific competencies.

After following this programme those who had qualified will be able to:

- a) demonstrate contextual relevant scientific knowledge and/or competencies and comprehension of it within the broad terrain of the Health Sciences;
- b) demonstrate sound scientific knowledge and applied competencies in specific contexts such as schools, work-places and the community in an ethically accountable manner with regard to: basic aid and programme presentation within the context of the various health science subject disciplines;
- c) practice the identification and prevention of health problems in such a way that responses will indicate that responsible decisions have been taken by thinking scientifically, critically and creatively;
- d) to work from a fortigenic perspective through application of expert knowledge and experience focused on basic preventive and health-promoting interventions;
- e) understand the specific behaviour of the various communities in South Africa that can be injurious to health and to investigate it and communicate it in a scientifically accountable way;
- f) address the changing indigenous needs, requirements and circumstances of the South African society – be it that of the past or the expected future – and in such a way to demonstrate insight into the world as a collection of related systems;
- g) apply contextually relevant health science approaches, methodologies, techniques and skills within a culturally diverse environment in order to facilitate human and organizational development where applicable;
- h) effectively work with others at an individual level, as well as together in a team, group, organization and community, and to fulfil a leadership role;
- i) effectively, ethically and responsibly apply self-management and management of own activities;
- j) collect, analyse and organize information, as well as the critical and grounded evaluation of information, in order to demonstrate insight in the collection of knowledge and coherence of science;
- k) effectively apply listening, reading, writing, discourse and argumentation skills;

- l) demonstrate language skills by effectively communicating by means of visual and/or audio-visual devices in oral, writing and/or audio-visual presentations;
- m) implement acquired expert knowledge, competencies and views in a working environment;
- n) develop personally and to contribute to the social and economic development of society by:
 - i) knowing and respecting North-West University's views with regard to human nature and practicing science;
 - ii) reflection on and continuous investigation of a variety of learning and intellectual strategies in order to learn more effectively and efficiently as lifelong learner;
 - iii) exploring educational and occupational possibilities within the field of health sciences as well as the development van entrepreneurial opportunities; and by
 - iv) the development of work ethics that includes responsibility, integrity, punctuality, realisation of vocation, readiness to serve, accuracy and drive.

**HSC.5.8.4 Compilation of programme: Physiology and Biochemistry
Qualification and programme code: 8DJ H01, Curriculum code: G301P**

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	BCHN213	H	16	BCHS316	H	16
FLGX113	H	12	FLGX213	H	16	BCHS317	H	16
FSKS113	X	12	NCHE211	X	8	FLGX312	H	8
MCBN111	X	12	NCHE212	X	8	FLGX313	H	8
MTHS114	X	12	STTN111	X	12	FLGX317	H	8
NCHE111	X	12				WVLS314	X	12
Total 1st semester		60	Total 1st semester		60	Total 1st semester		68
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	BCHN222	H	16	BCHS321	H	16
FLGX123	H	12	FLGX223	H	8	BCHS322	H	16
MCBN121	X	12	FLGX224	H	8	FLGX325	H	16
MTHS124	X	12	FSKS123	X	12	FLGX328	H	8
NCHE121	X	12	NCHE221	X	8	FLGX329	H	8
			NCHE222	X	8			
			WVGW221	X	12			
Total 2nd semester		60	Total 2nd semester		72	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		132	Total Year Level 3		132
Credit total of the Curriculum								384

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

HSC.5.9 BACHELOR OF HEALTH SCIENCES WITH PHYSIOLOGY AND PSYCHOLOGY

HSC.5.9.1 Programme OU and name: 8665 PC Physiology

HSC.5.9.2 Code: 8DJ H02; G301P

HSC.5.9.3 Programme outcomes

After successful completion of the programme, students will be able to:

- integrate complete and systematic knowledge and skills in Physiology with relevant theories, practices and regulations of Psychology or Nutrition and utilize applied competencies and skills to practice the identification and prevention of health problems in the different communities in South Africa in such a way that responses will indicate that responsible decisions have been taken by thinking scientifically, critically and creatively.
- demonstrate scientific knowledge and applied competencies in specific contexts such as schools, work-places, research laboratories and the community from an ethically accountable framework with regard to: basic aid and programme presentation within the context of the various health science subject disciplines;
- effectively work with others at an individual level, as well as together in a team, group, organization and community, and to fulfil a leadership role.
- collect, analyse and organize information, as well as the critical and grounded evaluation of information, in order to demonstrate insight in the collection of knowledge and coherence science;
- effectively communicate by means of visual and/or audio-visual devices in oral, writing audio-visual presentations.

HSC.5.9.4 Compilation of programme: Physiology and Psychology
Qualification and programme code: 8DJ H02, Curriculum code: G301P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	FLGX213	H	16	FLGX312	H	8
FLGX113	H	12	PSYC211	H	16	FLGX313	H	8
FSKS113	X	12	PSYC212	H	16	FLGX317	H	8
NCHE111	X	12	SOCY211	X	16	PSYC311	H	16
PSYC111	H	12	STTN111	X	12	PSYC312	H	16
SOCY111	X	12				WVLS314	X	12
Total 1st semester		60	Total 1st semester		76	Total 1st semester		68
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	FLGX223	H	8	FLGX325	H	16
FLGX123	H	12	FLGX224	H	8	FLGX328	H	8
NCHE121	X	12	PSYC221	H	16	FLGX329	H	8
PSYC121	H	12	STTN124	X	12	PSYC321	H	16
SOCY121	X	12	WVGW221	X	12	PSYC322	H	16
Total 2nd semester		60	Total 2nd semester		56	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		132	Total Year Level 3		132
Credit total of the Curriculum								384

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

HSC.5.10 BACHELOR OF HEALTH SCIENCES WITH SPORT COACHING AND HUMAN MOVEMENT SCIENCES

HSC.5.10.1 Programme OU and name: 8636 PC Human Movement Science

HSC.5.10.2 Code: 8DJ H03; G301P/M

HSC.5.10.3 Programme outcomes

After completion of the programme students should:

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

HSC.5.10.4 Compilation of programme: Sport Coaching and Human Movement Sciences

Qualification and programme code: 8DJ H03, Curriculum code: G301P/M

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	Choose ONE: BMAR213 ECON211	X	16	HMDC212	X	16
Choose ONE: BMAN111 ECON112	X	12	HMDC213	H	8	HMDC211	H	16
FLGX114	X	12	Choose ONE: HMXA211 HMXX211 HMXS211 HMXT211	H	8	HMDC312	H	16
HMDC111	X	12	PSYC211	X	16	Choose ONE: HMXA211 HMXX211 HMXS211 HMXT211	H	8
HMDC112	H	12	PSYC212	X	16	WVES311	X	12
PSYC111	X	12						
Total 1st semester		60	Total 1st semester		64	Total 1st semester		68
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	Choose ONE: BMAN221 ECON221	X	16	HMDC324	H	16
Choose ONE: BMAN121 ECON122	X	12	HMDC222	H	16	HMDC325	H	16
HMDC121	X	12	Choose ONE: HMXXG221 HMXXH221 HMXXK221 HMXXR221	H	8	HMDC326	H	8
HMDC121	H	12	PSYC221	X	16	Choose ONE: HMXXG221 HMXXH221 HMXXK221 HMXXR221	H	8
HMDC122	H	12	WVGW221	X	12	PSYC321	X	16
Total 2nd semester		60	Total 2nd semester		68	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		132	Total Year Level 3		132
Credit total of the Curriculum								384

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

*See Faculty Rule HSC.5.7.1 w.r.t. choice of sport modules

HSC.5.11 BACHELOR OF HEALTH SCIENCES WITH RECREATION SCIENCE AND PSYCHOLOGY

HSC.5.11.1 Programme OU and name: 8638 PC Recreation Science

HSC.5.11.2 Code: 8DJ H05; G301P

HSC.5.11.3 Programme outcomes

After completion of this programme students should be able to:

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

HSC.5.11.4 Compilation of programme: Recreation Science and Psychology

Qualification and programme code: 8DJ H05, Curriculum code: G301P

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

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

*See Faculty Rule HSC.5.7.1 w.r.t. choice of sport modules

HSC.5.12 BACHELOR OF HEALTH SCIENCES WITH RECREATION SCIENCE AND TOURISM MANAGEMENT

HSC.5.12.1 Programme OU and name: 8638 PC Recreation Science

HSC.5.12.2 Code: 8DJ H06; G301P

HSC.5.12.3 Programme outcomes

After completion of this programme students should be able to:

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

HSC.5.12.4 Compilation of programme: Recreation Science and Tourism Management

Qualification and programme code: 8DJ H06, Curriculum code: G301P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	PSYC211	X	16	RKKX316	H	16
PSYC111	X	12	RKKX215	H	16	RKKX317	H	16
RKKX114	H	12	RKKX216	H	16	TMBP311	H	16
RKKX115	H	12	TMBP211	H	16	TMBP312	H	16
TMBP111	H	12				WVES311	X	12
Total 1st semester		48	Total 1st semester		64	Total 1st semester		76
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	Choose ONE: HMXH221 HMXX221 HMXR221	H	8	HMSC322	H	16
BMAN121	X	12	RKKX225	H	16	RKKX328	H	8
PSYC121	X	12	RKKX226	H	16	TMBP321	H	16
RKKX124	H	12	TMBP221	H	16	TMBP322	H	16
RKKX126	H	12	WVGW221	X	12			
TMBP122	H	12						
Total 2nd semester		72	Total 2nd semester		68	Total 2nd semester		56
Total Year Level 1		120	Total Year Level 2		132	Total Year Level 3		132
Credit total of the Curriculum								384

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

*See Rule HSC.5.7.1 w.r.t. choice of sport modules

HSC.5.13 BACHELOR OF HEALTH SCIENCES WITH SPORT AND RECREATION ADMINISTRATION

HSC.5.13.1 Programme OU and name: 8638 PC Recreation Science

HSC.5.13.2 Code: 8DJ H07; G301P

HSC.5.13.3 Compilation of programme: Sport and Recreation Administration
Qualification and programme code: 8DJ H07, Curriculum code: G301P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	HMSC112	H	12	HMSC312	H	16
ECON112	X	12	Choose ONE: HMXA211 HMXX211 HMXS211 HMXT211	X	8	Choose ONE: HMXA211 HMXX211 HMXS211 HMXT211	X	8
HMSC111	H	12	KCOM213	X	16	RKKX316	H	16
RKKX114	H	12	RKKX215	H	16	RKKX317	H	16
RKKX115	H	12	RKKX216	H	16	WVES311	X	12
Total 1st semester		48	Total 1st semester		68	Total 1st semester		68
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	HMSC122	H	12	COMS221	H	16
ECON122	X	12	Choose ONE: HMXG221 HMXH221 HMXX221 HMXR221	X	8	Choose ONE: HMXG221 HMXH221 HMXX221 HMXR221	X	8
HMSC121	H	12	RKKX225	H	16	HMSC322	H	16
KCOM122	X	12	RKKX226	H	16	HMSC324	H	16
RKKX124	H	12	WVGW221	X	12	RKKX328	H	8
RKKX126	H	12						
Total 2nd semester		72	Total 2nd semester		64	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		132	Total Year Level 3		132
Credit total of the Curriculum								384

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

See Faculty Rule HSC.5.7.1 w.r.t. choice of sport modules

HSC.6 BACHELOR OF ARTS

HSC.6.1 SITE OF DELIVERY AND DELIVERY MODE

Potchefstroom (Afrikaans, English), Full-time, Contact

HSC.6.2 PURPOSE OF QUALIFICATION

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

HSC.6.3 QUALIFICATION OUTCOMES

This qualification enables the BA graduate to demonstrate the following:

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

HSC.6.4 DURATION (MINIMUM AND MAXIMUM DURATION)

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

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

HSC.6.5 ADMISSION REQUIREMENTS FOR THE QUALIFICATION

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

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

*Information is subject to change

HSC.6.6 FACULTY-SPECIFIC ADMISSION REQUIREMENTS

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

HSC.6.7 BACHELOR OF ARTS WITH PSYCHOLOGY AND GEOGRAPHY AND ENVIRONMENTAL MANAGEMENT

HSC.6.7.1 Programme OU and name: 8657 PC Psychology

HSC.6.7.2 Code: 1GB H10; G301P

HSC.6.7.3 Programme outcomes

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

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

HSC.6.7.4 Curriculum outcomes

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

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

HSC.6.7.5 Faculty-specific admission requirements

Refer to HSC.1 of this Yearbook.

HSC.6.7.6 Faculty-specific rules

- a) Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.2, before progressing to follow-up modules.
- b) Successful completion of the Bachelor of Arts degree gives admission to honours level study in Psychology or Geography and Environmental studies if successful in a selection process, and is subject to availability of capacity in the subject field.

HSC.6.7.7 Compilation of programme: Psychology and Geography and Environmental Management

Qualification and programme code: 1GB H10, Curriculum code: G301P

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

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

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

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

HSC.6.8 BACHELOR OF ARTS WITH PSYCHOLOGY AND TOURISM MANAGEMENT

HSC.6.8.1 Programme OU and name: 8657 PC Psychology

HSC.6.8.2 Code: 1GB H11; G301P

HSC.6.8.3 Programme outcomes

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

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

- i) founding it theoretically; and
- ii) communicating it in writing or verbally, by means of Information Technology to laymen or professional audiences.

HSC.6.8.4 Curriculum outcomes

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

HSC.6.8.5 Faculty-specific admission requirements

Refer to HSC.1 of this Yearbook.

HSC.6.8.6 Faculty-specific rules

- a) Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.2, before progressing to follow-up modules.
- b) Successful completion of the Bachelor of Arts degree gives admission to honours level study in Psychology or Tourism management if successful in a selection process, and is subject to availability of capacity in the subject field.

HSC.6.8.7 Compilation of programme: Psychology and Tourism Management Qualification and programme code: 1GB H11, Curriculum code: G301P

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

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

HSC.7 BACHELOR OF ARTS IN BEHAVIOURAL SCIENCES

HSC.7.1 SITE OF DELIVERY AND DELIVERY MODE

Potchefstroom (Afrikaans, English), Vaal Triangle (English). Full-time, Contact

HSC.7.2 PURPOSE OF QUALIFICATION

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

HSC.7.3 QUALIFICATION OUTCOMES

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

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

HSC.7.4 DURATION (MINIMUM AND MAXIMUM DURATION)

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

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

HSC.7.5 ADMISSION REQUIREMENTS FOR THE QUALIFICATION

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

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

Required APS-score: 24

- c) **Language requirement:** A pass mark of 50-59%(level 4) in the language of teaching and learning concerning home language or first additional language level;
- d) Prospective students will be subject to a selection process and availability of capacity in the subject field. The best average mark will be taken into consideration.

*Information is subject to change

HSC.7.6 FACULTY-SPECIFIC ADMISSION REQUIREMENTS

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

HSC.7.7 BACHELOR OF ARTS IN BEHAVIOURAL SCIENCES WITH PSYCHOLOGY AND LABOUR RELATIONS MANAGEMENT

HSC.7.7.1 Programme OU and name: 8657 PC Psychology

HSC.7.7.2 Code: 1GR H02; G301P/V

HSC.7.7.3 Programme outcomes

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

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

HSC.7.7.4 Curriculum outcomes

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

HSC.7.7.5 Faculty-specific admission requirements

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

Also refer to HSC.1 of this calendar.

HSC.7.7.6 Faculty-specific rules

- a) Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.2, before progressing to follow-up modules.
- b) Successful completion of the Bachelor of Arts degree gives admission to honours level study in Psychology or Labour Relations if successful in a selection process, and is subject to availability of capacity in the subject field.

HSC.7.7.7 Compilation of programme: Psychology and Labour Relations Management

Qualification and programme code: 1GR H02, Curriculum code: G301P/V

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	IOPS211	X	16	IOPS311	X	16
BMAN111	X	12	LARM212	H	16	LARM311	H	16
KCOM112	X	12	PSYC211	H	16	PSYC311	H	16
LARM111	H	12	PSYC212	H	16	PSYC312	H	16
PSYC111	H	12				WVLS314	X	12
STTN111	X	12						
Total 1st semester		60	Total 1st semester		64	Total 1st semester		76
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	LARM221	H	16	LARM321	H	16
BMAN121	X	12	LLAW221	X	12	LARM322	H	16
IOPS121	H	12	PSYC221	H	16	PSYC321	H	16
KCOM122	X	12	STTN124	X	12	PSYC322	H	16
PSYC121	H	12	WVGW221	X	12			
Total 2nd semester		60	Total 2nd semester		68	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		132	Total Year Level 3		140
Credit total of the Curriculum								392

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

HSC.8 BACHELOR OF SOCIAL SCIENCES WITH PSYCHOLOGY

HSC.8.1 SITE OF DELIVERY AND DELIVERY MODE

Mafikeng (English). Full-time, Contact

HSC.8.2 PURPOSE OF QUALIFICATION

The purpose of this generic BSocSc qualification is to deliver graduates who have mastered a systematic and coherent body of knowledge and an understanding of underlying discipline-related theories, concepts and principles with a view to further their studies with either a Postgraduate Diploma in Education, or an Honours degree. This programme emphasises enquiry, innovation, and science within the environment of social sciences as well as healthy academic and social development, while developing important generic skills such as observation, problem-solving, effective communication, analysis and critical thinking applied in more than one related field of study.

HSC.8.3 QUALIFICATION OUTCOMES

On completion of this qualification, the graduate should demonstrate:

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

HSC.8.4 DURATION (MINIMUM AND MAXIMUM DURATION)

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

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

HSC.8.5 ADMISSION REQUIREMENTS FOR THE QUALIFICATION

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

A prospective student who meets the requirements of the NSC or NC(V) for degree studies, or has matriculation exemption, may qualify for admission. In addition the following requirement applies: an APS of at least 24 and at least a level 4 (50-59%) success mark for the first (home) language.

HSC.8.5.1 Compilation of programme: Bachelor of Social Sciences with Psychology
Qualification and programme code: 1GG H38, Curriculum code: G301M

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
PSYC111	H	12	PSYC211	H	16	PSYC311	H	16
			PSYC212	H	16	PSYC313	H	16
Choose ONE:			Continue the elective from Year 1:			Continue the elective from Year 2:		
SOCY111 or	H	12	SOCY211 or	H	16	SOCL311 or	H	16
HDEV111 or	H	12	HDEV211 or	H	16	HDEV311 or	H	16
HPOP111	H	12	HPOP211	H	16	HPOP311	H	16
						/HPOP312	H	16
Choose ONE:			Continue the elective from Year 1:			PSYC371#	H	16
HIST112 or	X	12	HIST213 or	X	16			
SETM111 or	X	12	SETM211 or	X	16			
ENLL111 or	X	12	ENLL211 or	X	16			
FREN111 or	X	12	FREN211 or	X	16			
POLT112 or	X	12	POLI213 or	X	16			
HDEV111	X	12	HDEV211	X	16			
ALDE111	X	12				WVLS314	X	12
HCOM117	X	12						
Total 1st semester		60	Total 1st semester		64	Total 1st semester		76
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
PSYC121	H	12	PSYC221	H	16	PSYC321	H	16
PSYC122	H	12	PSYC223	H	12	PSYC322	H	16
Continue the elective from Year 1, Semester 1:			Continue the elective from Year 2, Semester 1:			Continue the elective from Year 3, Semester 1:		
SOCY121 or	H	12	SOCY221 or	H	16	SOCL322/	H	16
HDEV121 OR	H	12	HDEV221 or	H	16	SOCL326 or	H	16
HPOP121	H	12	HPOP223	H	16	HDEV321 or	H	16
						HPOP321	H	16
Continue the elective from Year 1, Semester 1:			Continue the elective from Year 2, Semester 1:			PSYC371#	H	16
HIST121 or	X	12	HIST223 or	X	16			
SETM121 or	X	12	SETM221 or	X	16			
ENLL121 or	X	12	ENLL221 or	X	16			
FREN121 or	X	12	FREN221 or	X	16			
POLT123 or	X	12	POLI223 or	X	16			
HDEV121	X	12	HDEV221	X	16			
ALDE122	X	12	WVGW221	X	12			
Total 2nd semester		60	Total 2nd semester		72	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		136	Total Year Level 3		140
Credit total of the Curriculum								396

Year module

HSC.9 BACHELOR OF CONSUMER STUDIES

HSC.9.1 PROGRAMME OU AND NAME: 8663 PC CONSUMER SCIENCES

HSC.9.2 CODE: 8EF H01; G301P

HSC.9.3 SITE OF DELIVERY AND DELIVERY MODE

Potchefstroom (Afrikaans, English). Full-time, Contact

HSC.9.4 PURPOSE OF QUALIFICATION

The primary purpose of the Bachelor of Consumer Studies qualification is to deliver graduates with a well-rounded, broad education of the combined disciplines of Consumer Sciences, integrated with Business and Entrepreneurial focuses. The qualification is focused on the development of graduate critical thinking and creative problem solving skills in the context of the Consumer Sciences for business and industry. In addition, graduates will also be prepared for entry into a postgraduate professional qualification in teaching of Consumer Sciences at secondary level.

HSC.9.5 CURRICULUM OUTCOMES

After completion of the qualification students should be competent to demonstrate:

- a) extensive and integrated knowledge and understanding of the discipline of Consumer Sciences (Foods, Fashion retail and resource management) to evaluate and to apply concepts, principles, theories and skills thereof while knowing how such knowledge links with other related disciplines;
- b) the ability to identify, investigate and critically analyse consumer issues by integrating different theories, skills and scientific resources in order to develop logical and relevant solutions to the South African consumer within the food, fashion retail and consumer resource management industries in a professional, ethical and responsible manner;
- c) the ability to communicate consumer-related issues and solutions verbally and orally in an academically correct and professional manner using different types of media and technologies;
- d) the ability to work effectively as an individual and in a group to identify and study consumer-related problems, processes and systems in order for the individual and/or group to logically achieve the outcome of aiming to improve consumer well-being in varying contexts.

HSC.9.6 DURATION (MINIMUM AND MAXIMUM DURATION)

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

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

HSC.9.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION

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

- a) University admission;
- b) A prospective student who meets the requirements of the NSC or NC(V) for degree studies, may qualify for admission.
- c) Applicants with a Senior Certificate with matriculation endorsement or a matriculation exemption may also qualify for admission.
- d) In addition, an APS score of at least 24

- e) The candidate must have also passed one recognized science subject at level 4 (50-59%) (approved science subjects: Mathematics or Physical / Agricultural or Life Sciences); note that an average mark of 70% and higher in Mathematics Literacy may be considered for admission if capacity has not been reached with candidates applying via normal admission requirements.

Note that a selection procedure is relevant due to limited capacity in practical laboratories

*Information is subject to change

HSC.9.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS

Admission is subject to the availability of capacity in the subject field.

Also refer to HSC.1 of this Yearbook.

HSC.9.9 FACULTY-SPECIFIC RULES

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

Students who are interested in education must consult with the Faculty of Education regarding the registration of additional modules.

Successful completion of the Bachelor of Science in Consumer Studies degree will give admission to Honours programmes. The subject group Consumer Sciences does not provide a Honours programme but students can apply at other institutions should they wish to continue with further studies.

HSC.9.10 ARTICULATION AND EXIT POINTS

Successful completion of this qualification serves as an entry point to the Post Graduate Certificate in Education.

HSC.9.11 COMPILATION OF PROGRAMME: CONSUMER STUDIES
Qualification and programme code: 8EF H01, Curriculum code: G301P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	ACCS111	X	16	BMAN312	X	16
BMAN111	X	12	CSCB211	H	12	CSFD311	H	12
CSFD111	H	12	CSFD211	H	16	CSFD312	H	12
CSMP111	H	12	CSMD211	H	16	CSMD311	H	16
CSOS111	H	8	CSMP211	H	12	CSMP311	H	12
NUTB112	X	12	MKBX213	X	8			
Total 1st semester		56	Total 1st semester		80	Total 1st semester		68
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	BMAN223	X	16	CSCP371	H	4
BMAN121	X	12	CSCP271	H	4	CSFD321	H	16
CSFD121	H	12	CSMD221	H	16	CSMD322	H	16
CSMD121	H	12	NUTF222	X	12	CSMP321	H	12
NUTB121	X	12	WVGW221	X	12	NUTF321	X	16
Total 2nd semester		60	Total 2nd semester		60	Total 2nd semester		64
Total Year Level 1		116	Total Year Level 2		140	Total Year Level 3		132
Credit total of the Curriculum								388

HSC.10 BACHELOR OF CONSUMER SCIENCES IN FOOD PRODUCT MANAGEMENT

HSC.10.1 SITE OF DELIVERY AND DELIVERY MODE

Potchefstroom (Afrikaans, English). Full-time, Contact

HSC.10.2 PURPOSE OF QUALIFICATION

The primary purpose of the proposed four year non-professional Bachelor of Consumer Sciences in Food Product Management qualification is to provide graduates with a well-rounded, specialised education of the food product management discipline of consumer sciences. This will equip them with the knowledge base, theory and methodology of the aforementioned discipline of Consumer Sciences integrated with Business and Communication modules to enable them to demonstrate initiative and responsibility in an academic as well as a professional context. Graduates will also be prepared to either enter into general employment such as the food retail sector or the food industry. In addition, graduates can also apply for a postgraduate qualification such as the Masters of Consumers qualification.

Upon offering products/services according to consumers' needs, various role-players are involved from end-end. Likewise, many different employment opportunities are available within this value chain of food either closer to the manufacturing/supply side or the consumer side. The internal programmes, namely food supply and food communication of this proposed qualification were specifically designed to deliver graduates with the purpose to specialise in either side of these chains of food.

This four year Bachelor of Consumer Sciences qualification offers a combination of core modules which consist mainly of food related modules, fundamental modules that consist mainly of economic and communication modules and elective modules that comprise of communication modules, where specialized theoretical and practical skills are mastered essential for the purpose to achieve the specific outcomes for this qualification. In addition, the support provided by the economic and communication modules will enable Consumer Scientists to be employed in the industry as specialists in the field of food retail management to improve the lives of South African consumers thereby making an important contribution to the SA economy and development.

HSC.10.3 CURRICULUM OUTCOMES

After completion of the qualification students should be competent to demonstrate:

- extensive integrated knowledge and engagement of the discipline of Consumer Sciences related to consumer behaviour concerning food products and resources and to critically evaluate and apply concepts, principles, theories, skills as well as research methodologies thereof;
- the ability to identify, investigate and critically analyse complex consumer issues by integrating different theories, skills and scientific resources in order to develop logical and innovative solutions to the South African consumer, retailers, manufacturers and communities concerning food products and resources in a professional, ethical and responsible manner;
- the ability to communicate consumer-related issues, innovative solutions and research findings verbally and orally in an academically correct and professional manner using different types of media and technologies to a range of audiences;
- the ability to work effectively as an individual and in a group as well as to manage a group while taking responsibility for self-regulated learning when studying food-related processes and systems in order for the individual and/or group to logically achieve the outcome of aiming to improve consumer well-being in varying contexts.

HSC.10.4 DURATION (MINIMUM AND MAXIMUM DURATION)

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

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

HSC.10.5 ADMISSION REQUIREMENTS FOR THE QUALIFICATION

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

- a) University admission;
- b) A prospective student who meets the requirements of the NSC or NC(V) for degree studies, may qualify for admission.
- c) Applicants with a Senior Certificate with matriculation endorsement or a matriculation exemption may also qualify for admission.
- d) In addition, an APS score of at least 24.
- e) Depending on the choice of internal programme, the candidate must have passed as follow:
 - food supply: Mathematics on level 4 (50-59%) is required. If chemistry is chosen as an elective in the programme Physical Sciences on level 4 (50-59%) is required.
 - communication: At least one science-related subject at level 4 (50-59%) (approved science subjects: Mathematics or Physical/ Agricultural/ Life Sciences); note that an average mark of 70% and higher in Mathematics Literacy may be considered for admission if capacity has not been reached with candidates applying via normal admission requirements.

Note that a selection procedure is relevant due to limited capacity in practical laboratories

*Information is subject to change

HSC.10.6 FACULTY-SPECIFIC ADMISSION REQUIREMENTS

Admission is subject to the availability of capacity in the subject field.

Also refer to HSC.1 of this Yearbook.

HSC.10.7 FACULTY-SPECIFIC RULES

Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.2, before progressing to follow-up modules.

Successful completion of the Bachelor of Science in Consumer Sciences degree will give admission to the Master's degree in Consumer Sciences but is subject to a selection process as well as available capacity in the subject field.

HSC.10.8 ARTICULATION AND EXIT POINTS

Successful completion of this qualification serves as an entry point to the Master of Consumer Sciences.

HSC.10.9 COMPILATION OF PROGRAMME: CONSUMER SCIENCES IN FOOD PRODUCT MANAGEMENT WITH FOOD SUPPLY

Qualification and programme code: 8DS K01, Curriculum code: G401P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA111/ ALDE111#	A	-	BMAR213	X	16	BMAN213	X	16	CSFB471*	H	16
ACCS111	X	16	CSCB211	H	12	COMS214 OR BMAR314	X	16	CSFD471*	H	48
CSFD111	H	12	CSFD211	H	16	CSFD311	H	12	CSFD472*	H	16
CSOS111	H	8	ECON112 OR NCHE111	X	12	CSFD312	H	12	CSFP471*	H	8
FLGX114	X	12	MKBX213	X	8	NUTB211 OR EKIP212	X	16	CSFR471*	H	16
NUTB112	X	12							CSFT471*	H	16
Total 1st semester		60	Total 1st semester		64	Total 1st semester		72	Total 1st semester		
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Second semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA122/ ALDA122#	X	12	BMAN223	X	16	BMAR222	X	16			
BMAN121	X	12	CSFP271	H	4	CSCB321	H	16			
KCOM122	X	12	ECON122 OR NCHE121	X	12	CSFD321	H	16			
CSFD121	H	12	NUTF222	X	12	CSFD323	H	12			
NUTB121	X	12	STTN122	X	12	CSFP371	H	4			
			WVGW221	X	12	NUTF321	X	16			
Total 2nd semester		60	Total 2nd semester		68	Total 2nd semester		80	Total 2nd semester		120
Total Year Level 1		120	Total Year Level 2		132	Total Year Level 3		152	Total Year Level 4		120
Credit total of the Curriculum											524

* Year modules

HSC.10.10 COMPILATION OF PROGRAMME: CONSUMER SCIENCES IN FOOD PRODUCT MANAGEMENT WITH FOOD COMMUNICATION

Qualification and programme code: 8DS K02, Curriculum code: G401P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA111/ ALDE111#	A	-	BMAR213	X	16	BMAN213	X	16	CSFB471*	H	16
ACCS111	X	16	CSCB211	H	12	COMS214 OR BMAR314	X	16	CSFD471*	H	48
CSFD111	H	12	CSFD211	H	16	CSFD311	H	12	CSFD472*	H	16
CSOS111	H	8	KCOM112	X	12	CSFD312	H	12	CSFP471*	H	8
FLGX114	X	12	MKBX213	X	8	KCOM211	X	16	CSFR471*	H	16
NUTB112	X	12							CSFT471*	H	16
Total 1st semester		60	Total 1st semester		64	Total 1st semester		72	Total 1st semester		
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Second semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA122/ ALDA122#	X	12	BMAN223	X	16	BMAR222	X	16			
BMAN121	X	12	CSFP271	H	4	CSCB321	H	16			
KCOM122	X	12	NUTF222	X	12	CSFD321	H	16			
CSFD121	H	12	KCOM121	X	12	CSFD323	H	12			
NUTB121	X	12	STTN122	X	12	CSFP371	H	4			
			WVGW221	X	12	NUTF321	X	16			
Total 2nd semester		60	Total 2nd semester		68	Total 2nd semester		80	Total 2nd semester		120
Total Year Level 1		120	Total Year Level 2		132	Total Year Level 3		152	Total Year Level 4		120
Credit total of the Curriculum											524

* Year modules

HSC.11 BACHELOR OF CONSUMER SCIENCES IN FASHION RETAIL MANAGEMENT

HSC.11.1 SITE OF DELIVERY AND DELIVERY MODE

Potchefstroom (Afrikaans, English). Full-time, Contact

HSC.11.2 PURPOSE OF QUALIFICATION

The primary purpose of the proposed four year non-professional Bachelor of Consumer Sciences in Fashion Retail Management qualification is to provide graduates with a well-rounded, specialised education of the fashion retail management discipline of consumer sciences. This will equip them with the knowledge base, theory and methodology of the aforementioned discipline of Consumer Sciences integrated with Business and Communication modules to enable them to demonstrate initiative and responsibility in an academic as well as a professional context. Graduates will also be prepared to either enter into general employment such as the fashion retail sector or the fashion industry. In addition, graduates can also apply for a postgraduate qualification such as the Masters of Consumers qualification.

Upon offering products/services according to consumers' needs, various role-players are involved from end-end. Likewise, many different employment opportunities are available within this value chain of fashion either closer to the manufacturing/supply side or the consumer side. The internal programmes, namely fashion supply and fashion communication of this proposed qualification were specifically designed to deliver graduates with the purpose to specialise in either side of these chains of fashion.

This four year Bachelor of Consumer Sciences qualification offers a combination of core modules which consist mainly of fashion related modules, fundamental modules that consist mainly of economic and communication modules and elective modules that comprise of communication modules, where specialized theoretical and practical skills are mastered essential for the purpose to achieve the specific outcomes for this qualification. In addition, the support provided by the economic and communication modules will enable Consumer Scientists to be employed in the industry as specialists in the field of fashion retail management to improve the lives of South African consumers thereby making an important contribution to the SA economy and development.

HSC.11.3 CURRICULUM OUTCOMES

After completion of the qualification students should be competent to demonstrate:

- extensive integrated knowledge and engagement of the discipline of Consumer Sciences related to consumer behaviour concerning fashion products and resources and to critically evaluate and apply concepts, principles, theories, skills as well as research methodologies thereof;
- the ability to identify, investigate and critically analyse complex consumer issues by integrating different theories, skills and scientific resources in order to develop logical and innovative solutions to the South African consumer, retailers, manufacturers and communities concerning fashion products and resources in a professional, ethical and responsible manner;
- the ability to communicate consumer-related issues, innovative solutions and research findings verbally and orally in an academically correct and professional manner using different types of media and technologies to a range of audiences;
- the ability to work effectively as an individual and in a group as well as to manage a group while taking responsibility for self-regulated learning when studying fashion-related processes and systems in order for the individual and/or group to logically achieve the outcome of aiming to improve consumer well-being in varying contexts.

HSC.11.4 DURATION (MINIMUM AND MAXIMUM DURATION)

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

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

HSC.11.5 ADMISSION REQUIREMENTS FOR THE QUALIFICATION

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

- a) University admission;
- b) A prospective student who meets the requirements of the NSC or NC(V) for degree studies, may qualify for admission.
- c) Applicants with a Senior Certificate with matriculation endorsement or a matriculation exemption may also qualify for admission.
- d) In addition, an APS score of at least 24.
- e) Depending on the choice of internal programme, the candidate must have passed as follow:
 - fashion supply: Mathematics on level 4 (50-59%) is required.
 - communication: At least one science-related subject at level 4 (50-59%) (approved science subjects: Mathematics or Physical/ Agricultural/ Life Sciences); note that an average mark of 70% and higher in Mathematics Literacy may be considered for admission if capacity has not been reached with candidates applying via normal admission requirements.

Note that a selection procedure is relevant due to limited capacity in practical laboratories

*Information is subject to change

HSC.11.6 FACULTY-SPECIFIC ADMISSION REQUIREMENTS

Admission is subject to the availability of capacity in the subject field.

Also refer to HSC.1 of this Yearbook.

HSC.11.7 FACULTY-SPECIFIC RULES

Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.2, before progressing to follow-up modules.

Successful completion of the Bachelor of Science in Consumer Sciences degree will give admission to the Master's degree in Consumer Sciences but is subject to a selection process as well as available capacity in the subject field.

HSC.11.8 ARTICULATION AND EXIT POINTS

Successful completion of this qualification serves as an entry point to the Master's of Consumer Sciences.

HSC.11.9 COMPILATION OF PROGRAMME: CONSUMER SCIENCES IN FASHION RETAIL MANAGEMENT WITH FASHION SUPPLY

Qualification and programme code: 8DT K01, Curriculum code: G401P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA111/ ALDE111#	A	-	BMAR213	X	16	BMAN213	X	16	CSMB471*	H	16
ACCS111	X	16	CSCB211	H	12	COMS214 OR BMAR314	X	16	CSMD471*	H	48
BMAN111	X	12	CSMD211	H	16	CSMD311	H	16	CSMD472*	H	16
CSMP111	H	12	CSMP211	H	12	CSMP311	H	12	CSMP471*	H	8
CSOS111	H	8	KCOM112	X	12	EKIP212	X	16	CSMR471*	H	16
ECON112	X	12							CSMT471*	H	16
Total 1st semester		60	Total 1st semester		68	Total 1st semester		76	Total 1st semester		
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Second semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA122/ ALDA122#	X	12	BMAN223	X	16	BMAR222	X	16			
BMAN121	X	12	CSMD221	H	16	COMS221	X	16			
KCOM122	X	12	CSMP271	H	4	CSCB321	H	16			
CSMD121	H	12	STTN122	X	12	CSMD322	H	16			
ECON122	X	12	WVGW221	X	12	CSMP321	H	12			
						CSMP371	H	4			
Total 2nd semester		60	Total 2nd semester		60	Total 2nd semester		80	Total 2nd semester		120
Total Year Level 1		120	Total Year Level 2		128	Total Year Level 3		156	Total Year Level 4		120
Credit total of the Curriculum											524

HSC.11.10 COMPILATION OF PROGRAMME: CONSUMER SCIENCES IN FASHION RETAIL MANAGEMENT WITH FASHION COMMUNICATION

Qualification and programme code: 8DT K02, Curriculum code: G401P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA111/ ALDE111#	A	-	BMAR213	X	16	BMAN213	X	16	CSMB471*	H	16
ACCS111	X	16	CSCB211	H	12	COMS214 OR BMAR314	X	16	CSMD471*	H	48
BMAN111	X	12	CSMD211	H	16	CSMD311	H	16	CSMD472*	H	16
CSMP111	H	12	CSMP211	H	12	CSMP311	H	12	CSMP471*	H	8
CSOS111	H	8	KCOM112	X	12	KCOM211	X	16	CSMR471*	H	16
KCOM111	X	12							CSMT471*	H	16
Total 1st semester		60	Total 1st semester		68	Total 1st semester		76	Total 1st semester		
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Second semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA122/ ALDA122#	X	12	BMAN223	X	16	BMAR222	X	16			
BMAN121	X	12	CSMD221	H	16	COMS221	X	16			
KCOM122	X	12	CSMP271	H	4	CSCB321	H	16			
CSMD121	H	12	STTN122	X	12	CSMD322	H	16			
KCOM121	X	12	WVGW221	X	12	CSMP321	H	12			
						CSMP371	H	4			
Total 2nd semester		60	Total 2nd semester		60	Total 2nd semester		80	Total 2nd semester		120
Total Year Level 1		120	Total Year Level 2		128	Total Year Level 3		156	Total Year Level 4		120
Credit total of the Curriculum											524

HSC.12 BACHELOR OF SOCIAL WORK

Programme OU and name
8658 PC, MC and VC Social Work

HSC.12.1 PROGRAMME OU AND NAME: 8658 PC, MC AND VC SOCIAL WORK

HSC.12.2 CODE: 8EW K01; G401P/M/V SAQA ID: 23994

HSC.12.3 SITE OF DELIVERY AND DELIVERY MODE

Potchefstroom (Afrikaans, English), Mafikeng (English), Vaal Triangle (English). Full-time, Contact

HSC.12.4 PURPOSE OF QUALIFICATION

The purpose of this professional four-year qualification is to equip students with:

- a) Skills to challenge structural sources of poverty, inequality, oppression, discrimination and exclusion.
- b) Knowledge and understanding of human behaviour and social systems and the skills to intervene at the points where people interact with their environments in order to promote social well-being.
- c) The ability and competence to assist and empower individuals, families, groups, organisations and communities to enhance their social functioning and their problem-solving capacities.
- d) The ability to promote, restore, maintain and enhance the functioning of individuals, families, groups and communities by enabling them to accomplish tasks, prevent and alleviate distress and use resources effectively.
- e) An understanding of and the ability to demonstrate social work values and the principles of human rights and social justice while interacting with and assisting the range of human diversity.
- f) The understanding and ability to provide social work services towards protecting people who are vulnerable, at-risk and unable to protect themselves.
- g) Knowledge and understanding of both the South African and the global welfare context and the ability to implement the social development approach in social work services.
- h) Understanding of the major social needs, issues, policies and legislation in the South African social welfare context and the social worker's role and contribution.
- i) The skills to work effectively within teams, including social work teams, multi- and interdisciplinary teams as well as multi-sectoral teams.
- j) As stated, this is a professional qualification. The needs of South Africa and employers demand that social workers are well grounded in general practice with knowledge, understanding and skills in a variety of settings. This qualification aims to meet these demands and consequently there are no exit levels in Social Work other than at pre-2009 NQF Level 7 and current NQF Level 8). However, this does not prevent providers from awarding a qualification at NQF Level 6 or 7 provided that the words `Social Work` are not included in the qualification's title.
- k) The ethical parameters of social work education, training and practice, require that students must be registered with the SACSSP (South African Council for Social Service Professions) as student social workers.
- l) The successful completion of the qualification will enable the student to be registered with the SACSSP and practise as a social worker.

The Baccalaureus Social Work degree is a four year degree that enables the student to register and practice as a Social Worker, as required by the Social Service Professions Act 1978 (Act 110 of 1978). The teaching and training encompass theoretical as well as practical work.

The student will be skilled in:

- a) rendering of therapeutic and development-directed social work services;
- b) the utilization of the South African social service rendering system in the rendering of services, and
- c) accomplishment of the variety of social work roles required by the S.A. Council for Social Service Professions

HSC.12.5 PROGRAMME OUTCOMES

The programme is designed to meet the requirements that the South African Council for Social Service Professions sets for the training of social workers. It also takes cognizance of the career opportunities and occupational needs of the country and also prepares students for post-graduate study in Social Work.

The BSW programme outcomes must meet the requirements as set out by the South African Council for Social Service Professions (SACSSP) and contained in Government Gazette No. 24362.

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

- a) work within the ambit of the requirements set by the SA Council for Social Service Professions,
- b) understand the eco-systems approach and its use in addressing social problems and needs,
- c) identify, analyse and assess the social problems and needs experienced by the individuals, families, groups and communities for whom he/she is responsible,
- d) contribute to the solving of the identified problems and fulfilment of the identified needs,
- e) working effectively with other social workers and members of the multi-professional team, as well as with organisations and communities in direct service delivery,
- f) organise and manage him/herself and his/her services and activities responsibly and effectively,
- g) collect, analyse, organise and critically evaluate information as far as social work problems and needs in particular are concerned,
- h) communicate effectively using visual and language skills in the modes of oral and written persuasion within the sphere of his/her service delivery in particular,
- i) use science and technology effectively and critically, showing responsibility towards the environment and the health and welfare of others,
- j) contribute to the full development of him/herself and the social and economic development of society at large, by being aware of the importance of:
 - o reflecting on and exploring a variety of strategies to learn more effectively,
 - o participating as responsible citizens in the life of local communities and regions,
 - o being culturally and aesthetically sensitive across a range of social contexts,
 - o exploring education and career opportunities, and
 - o developing entrepreneurial opportunities.

HSC.12.6 DURATION (MINIMUM AND MAXIMUM DURATION)

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

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

HSC.12.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION

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

- a) No student will be allowed into the BSW-programme unless he/she has furnished written proof that he/she has not been convicted of any offence against a child in terms of the Sexual Offences Act (Act 23 of 1957) and the Criminal Law (Sexual Offences and Related Matters) Amendment Act, 32 of 2007.
- b) A student should be in possession of a full Matriculation exemption certificate with an average pass mark of at least 60% during the matriculation examination;
- c) **APS-score:** The results achieved in four designated subjects plus two NSC subjects will be taken into consideration. The results achieved in Life Orientation will not be taken into account.

The required APS-score is 28

- d) **Language requirement:** A pass mark of 50-59% (level 4) in the language of teaching and learning concerning home language or first additional language level.
- e) Prospective students will be subject to a selection process consisting of the following components:
 - i) Completion of psychometric selection tests.
 - ii) Completion of a questionnaire that will be given at the testing centre; and
 - iii) An possible interview with experts in a selection panel.
- f) Particulars of the selection requirements and procedures are available on the web.

*Information is subject to change

HSC.12.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS

IMPORTANT NOTICE (HEQSF alignment):

Phasing out: 3rd and 4th year students register in 2019 on the old code 111 101; G403P/M/V

Phasing in: 1st and 2nd year students register in 2019 on the new code 8EW K01; G401P/M/V

- a) If required by the School director, students may be requested to undergo a further selection process before he/she can continue to the following study year. It includes students whose academic performance is, in terms of A-Rule 1.15, considered to be unsatisfactory.
- b) With the view on practical work in the third and fourth study years, it is strongly recommended that a student must be in possession of a driver's license. The University cannot guarantee a placement regarding the Social work practicum B (BSWP471) for students who do not comply with this requirement.
- c) No student will be admitted to or allowed to register for a following academic year, unless the student has submitted written proof, at the date of registration, that he/she has not been convicted of any offence against a child, in terms of the Sexual Offences Act (Act 23 of 1957) and the Criminal Law (Sexual Offences and Related Matters) Amendment Act, 32 of 2007.
- d) The fees payable for the prescribed modules do not cover all the costs of the prescribed work. The student will be responsible to pay expenses related to all practical work. This include all practicum during the semester and university holidays.
- e) Students are responsible for their own payment of registration fees to the SACSSP.
- f) Students in their second year must submit proof of payment of this registration fees at the beginning of the semester in order for them to participate in the WIL component of the BSWI211, Casework: Theory and Practice A module.
- g) Students may only change their study programme/curriculum with the written consent of the respective School directors.
- h) No student is admitted to the module BSWP471 Social work practicum B) unless he/she has passed all modules at the first, second and third year levels. Students who do not meet

these requirements, can submit a written request to the School Director to establish authorization for admission to BSWP471. Such a request will not be considered if the incomplete modules fall in the second semester, as this will clash with BSWP471 (Social work practicum B).

- i) Students should prove at the end of their third and fourth years that they have complied with all requirements of the practical works.
- j) Due to statutory requirements, no student will be allowed to register for the subject Social Work in the second, third or fourth year, unless registered as a Student Social Worker in terms of the Social Service Professions Act (Act 110 of 1978).
- k) Also refer to HSC.1 of this Yearbook.
- l) The selection of third year level Sociology (SOCY/SOCL) modules depends on the availability of these modules at their campus of registration.
- m) Students need to pass all the methods of social work in BSWP471 in order to pass the module. Failing any of the methods results that the student fails the module and the student will have to repeat the module in totality.
- n) A student needs to comply with the following conditions regarding BSWP471 (Social work Practicum B) to be able to continue with this module in the second semester. If a student does not comply with these conditions, the module will be cancelled and the student will have to redo the module in its totality. The conditions are;
 - i) the student has passed all modules on year level 1, 2 or 3; and
 - ii) the student has passed at least five of the six social work modules on the 4th year level by the end of the first semester.
- o) If BSWP471 is cancelled due to not meeting the conditions as set in rule HSC.12.8(n), the student can continue with BSWI471.

HSC.12.9 FACULTY-SPECIFIC RULES

- a) Students should comply with the pre-requisites of modules as stipulated in the lists of modules HSC.21, before progressing to follow-up modules;
- b) Students must sign the prescribed service learning agreement with the practice organisation and University before any BSWP471 (Social work practicum B) placement can be finalised;
- c) All students must register for the compulsory critical outcome module (level 7).
- d) Students who received an incomplete mark for the practicum of the following modules will not get admission to the examinations: BSWI211, BSWI221, BSWI212, BSWI321, BSWI322, BSWI312 and BSWI313.
- e) Students must take note that curricula G402P and G403P phased out.
- f) Students need to obtain a participation mark of at least 50% for all the modules in the fourth year to get admission to the examination.
- g) No second examination opportunity is available for fourth year modules. Students in their final fourth year who fail ONE module, may apply to the executive dean concerned to be granted a final assessment opportunity in the outstanding module subject to the requirements as indicated in the A-rules (1.13.6.1 - 1.13.6.6).

HSC.12.10 ARTICULATION AND EXIT POINTS

- a) **Vertical:** This qualification gives admission to the master's level study at all South African universities, as well as various foreign training authorities, and is subject to selection and the availability of capacity in the subject field.
- b) **Horizontal:** This qualification gives admission to any postgraduate qualification/programme for which this degree is accepted as an admission requirement and is subject to selection and the availability of capacity in the subject field.

HSC.12.11 COMPILATION OF PROGRAMME: SOCIAL WORK

Qualification and programme code: 8EW K01, Curriculum code: G401P/M/V

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA/E111 #	A	-	BSWG214	H	8	BSWG311	H	8	BSWG412	H	16
BSWG111	H	12	BSWI211	H	12	BSWI311	H	8	BSWG414	H	8
BSWG114	H	12	BSWI212	H	8	BSWI312	H	12	BSWG416	H	8
BSWI111	H	12	PSYC211	H	16	BSWI313	H	8	BSWG418	H	8
						Select between Psychology or Sociology			BSWG419	H	8
PSYC111	H	12	PSYC212	H	16	PSYC311 and PSYC312	H H	16 and 16	BSWI411	H	12
SOCY111	H	12	SOCY211	H	16	OR					
						SOCY311	H	32			
						WVLS314	X	12			
Total 1st semester		60	Total 1st semester		76	Total 1st semester		80	Total 1st semester		60
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Second modules		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA/E122#	X	12	BSWG223	H	8	BSWI321	H	12	BSWI471	H	24
BSWI121	H	12	BSWG226	H	8	BSWI322	H	12	BSWP471	H	56
BSWI122	H	12	BSWI221	H	8	BSWP321	H	16			
PSYC121	H	12	BSWI222	H	8	Select between Psychology or Sociology					
SOCY121	H	12	PSYC221	H	16	PSYC321 and PSYC322	H H	16 and 16			
			SOCY221	H	16	OR					
			WVGW221	X	12	*Choose TWO SOCY322 (MC) SOCY324 (PC, MC, VC) SOCY325 (VC) SOCY326 (MC) SOCY327 (PC) SOCY328 (PC)	H H H H H H	16 16 16 16 16 16			
Total 2nd semester		60	Total 2nd semester		76	Total 2nd semester		72	Total 2nd semester		80
Total Year Level 1		120	Total Year Level 2		152	Total Year Level 3		152	Total Year Level 4		140
Credit total of the Curriculum											564

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

*Choose two modules (2 x 16 cr) or one modules (1 x 32 cr)

HSC.13 BACHELOR OF PHARMACY

HSC.13.1 PROGRAMME OU AND NAME: 8666 PC SCHOOL OF PHARMACY

HSC.13.2 CODE: 8EK K01; G401P

HSC.13.3 SITE OF DELIVERY AND DELIVERY MODE

Potchefstroom (Afrikaans, English). Full-time, Contact

HSC.13.4 PURPOSE OF QUALIFICATION

The purpose of the qualification is to scientifically train and equip pharmacists with the necessary knowledge, specific skills and relevant competencies, so that in rendering a professional pharmaceutical service as members of a health team, according to the demands of the time, the needs of the community and international standards, they can make an indispensable contribution to the promotion of health of the population of the Republic of South Africa. In this way students will be given the opportunity to continued, personal, intellectual and professional development in which the country is supplied with a sufficient number of competent pharmacists. The programme is not only directed at intellectual development, equipping and formation of the student but also to her/his general formation as a person.

After obtaining the BPharm qualification, the student can register with the South African Pharmacy Council (SAPC) as a pharmacy intern and can he/she complete an internship in any one of the Pharmacy sectors (Community Pharmacy, Hospital Pharmacy or Pharmaceutical Industry). After completion of the internship, a one year community service must be done in the public sector as determined by the department of Health, after which registration as a Pharmacist with the SAPC can commence.

HSC.13.5 CURRICULUM OUTCOMES

(Exit level outcomes [ELO's] according to SAPC)

After successful completion of the prescribed curriculum the student should be able to:

- a) Integrate and apply foundational scientific knowledge and principles to pharmaceutical sciences;
- b) Apply integrated knowledge of product development and formulation in the compounding, manufacturing, distribution and dispensing of pharmaceutical products
- c) Compound, manipulate and prepare medication in compliance with Good Pharmacy Practice (GMP) rules, and/or Good Manufacturing Practice (GMP) guidelines, where applicable.
- d) Manage and control the development, manufacture, packaging and registration of pharmaceutical products
- e) Manage the logistics of the procurement, storage and distribution of pharmaceutical products.
- f) Dispense medication and ensure optimal pharmaceutical care for the patient in compliance with GPP rules.
- g) Apply a pharmaceutical care management approach and work as a member of the healthcare team to ensure rational medicine use
- h) Initiate and/or modify therapy, where appropriate, within the scope of practice of the pharmacist.
- i) Promote public health within the scope of practice of a pharmacist
- j) Integrate and apply management skills in the provision of a pharmaceutical service
- k) Participate in research to develop products and/or enhance pharmaceutical care programmes and services to patients

HSC.13.6 DURATION (MINIMUM AND MAXIMUM DURATION)

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

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

HSC.13.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION

General admission requirements stipulated in A-Rules 1.5 together with the applicable terms in Faculty Rules prevail.

In addition to the general admission requirements the following requirements is applicable to the BPharm programme:

HSC.13.7.1 For students who obtained a suitable matriculation certificate before 2009

- a) An endorsed Senior Certificate issued by the South African Certification Board with full matriculation exemption;
- b) A D-symbol in the higher grade(HG) or a C-symbol in the standard grade (SG) for Mathematics during the final matriculation examination;
- c) A D-symbol in the higher grade(HG) or a C-symbol in the standard grade (SG) for Natural- and Physical Science during the final matriculation examination;
- d) An applicable M-score as determined by the Senate from time to time (for 2008 and earlier it was **19**);
- e) Admitted by means of a selection process irrespective of the academic level reached by the student;
- f) Compliance with a screening test; and
- g) Any further admission requirements as approved from time to time by the Senate.

HSC.13.7.2 For students who obtained a suitable matriculation certificate in 2009 and afterwards

- a) An endorsed Senior Certificate issued by the South African Certification Board with full matriculation exemption
- b) Mathematics and Physical Science level 5 (60-69%)
- c) **APS-score: An APS-score of at least 30;**
(The results achieved in four designated subjects plus two NSC subjects will be taken into consideration. The results achieved in Life orientation will not be taken into account.)
- d) **Language requirement:** A pass mark of 50-59% (level 4) in the language of teaching and learning concerning home language or first additional language level.
- e) Admitted by means of an academic paper selection process;
- f) Any further admission requirements as determined by the Senate from time to time.

Please note that, owing to specific capacity constraints, the University reserves the right to select candidates for admission to certain fields of study. This means that prospective students who comply with the minimum requirements may not necessarily be admitted to the courses in question. Because of the capacity limitations and the high demand from students for admission to particular fields of study, students will be selected on the basis of their scholastic achievements for admission to these fields.

*Information is subject to change

HSC.13.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS

Admission to any level in the BPharm programme, will normally be refused if the student has studied through or at any other university, and **did not pass** all the modules/course units at the first level in Pharmacy, Medicine, Dentistry or Veterinary Science or the courses/programmes

of the BSc Med degree or any other similar bachelor degree or diploma in the health sciences in one academic year.

- a) All current as well as prospective Pharmacy students, to be registered for the programme must, at the time of registration, submit proof of immunization against Hepatitis B, being administered during the previous year;
- b) From the end of their 1st academic year (during the holidays) and each year thereafter, pharmacy students must partake in a structured “Work-Integrated Learning” [WIL] programme as part of the BPharm curriculum in a registered community or hospital pharmacy.
- c) A student in his / her second year of study (year level 2) must register as a pharmacist student at the council on a date as determined by the South African Pharmacy Council (SAAR) during March of the relevant year.
- d) To protect the student against personal liability during this compulsory work in the pharmacy, each student must obtain an indemnity policy for “Protection against Personal Liability”. Information on this and other practice related aspects will be conveyed to the student during the start of each academic year.
- e) Applications of students from other Universities who apply (to start or continue their BPharm studies) at the NWU will not be considered in the following cases:
 - i) If his/her studies at the previous University was terminated due to poor academic performance;
 - ii) If his/her studies at the previous University was terminated as a result of poor conduct, academic misconduct or any other relevant transgression of any of the rules of that institution;
 - iii) If the student has failed any module in the year prior to his/her application at the NWU; and/or
 - iv) If the student has a poor academic record in general.
- f) Also refer to HSC.1 in this Yearbook.

HSC.13.9 FACULTY-SPECIFIC RULES

Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.2, before progressing to follow-up modules:

- a) A student will only be admitted to continue with the modules in a specific subject group once all preceding modules in the specific group have been passed in the previous year level(s). (**Example:** A student may only proceed with FKLG312 and FKLG322, if FKLG212 and FKLG222 have been passed.)
- b) A student may only register for the 2nd semester modules of year level 4, namely **FFSG421**, **FNPG421** and **WVPS321** in the year that he/she can complete his/her academic studies.
- c) By virtue of the requirements of the South African Pharmaceutical Board, all pharmacy students should, during their second to fourth year, conduct 400 hours practice training in total .
- d) The module FFSG421 includes the compulsory attendance of a symposium presented by the School of Pharmacy during the second semester of year level 4. Attendance of the symposium will contribute 20 hours to the compulsory 400 hours practice training as mentioned in par (e).
- e) The participation of students in professional activities right from an early stage is of utmost importance since they are preparing themselves for entering the profession.

HSC.13.10 ARTICULATION AND EXIT POINTS

- Vertical:** The BPharm degree gives admission to post-graduate studies for example MPharm, MSc and PhD degree at the North West University and other national and international universities, but is subject to a selection process.
- Horizontal:** All the fundamental courses give admission to various BSc programmes at this and other universities. The main modules are to a large extent exchangeable with the modules presented at other Schools of Pharmacy.
- After completion of year level 2, recognition will be given to the student for the theoretical component of the Basic Diploma as Pharmacist assistant and after completion of year level 3 of the curriculum; recognition will be given for the theoretical component of the Post-basic Diploma as Pharmacist assistant.

HSC.13.11 COMPILATION OF PROGRAM: PHARMACY

Qualification and programme code: 8EK K01, Curriculum code: G401P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA111/ ALDE111#	A	-	FBCG211	H	8	FCHG312	H	16	FCHG412	H	16
FLPX113	X	12	FKLG212	H	16	FKLG312	H	16	FKLG412	H	16
FPKG112	H	12	FMSG212	H	16	FMSG312	H	16	FMSG412	H	16
FPKG113	H	12	FPFG211	H	16	FPFG312	H	16	FPFG412	H	16
MKPN111	X	12	FPKG211	H	16	FPKG313	H	16	FPKG414	H	16
NCHE111	X	12	NCHE213	X	8						
Total 1st semester		60	Total 1st semester		80	Total 1st semester		80	Total 1st semester		80
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Second semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA122/ ALDA122#	X	12	FCHG222	H	12	FCHG322	H	12	FFSG421	H	24
FCAG122	H	12	FKLG222	H	16	FKLG322	H	16	FNPG421	H	32
FLPX123	X	12	FMSG223	H	16	FMSG322	H	16	WVPS321	H	12
FPFG121	H	12	FPFG221	H	8	FPFG322	H	16			
NCHE121	X	12	FPKG221	H	8	FPKG324	H	8			
			WVGW221	X	12						
Total 2nd semester		60	Total 2nd semester		72	Total 2nd semester		68	Total 2nd semester		68
Total Year Level 1		120	Total Year Level 2		152	Total Year Level 3		148	Total Year Level 4		148
Credit total of the Curriculum										568	

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

HSC.14 BACHELOR OF SCIENCE IN DIETETICS

HSC.14.1 PROGRAMME OU AND NAME: 8664 PC NUTRITION

HSC.14.2 CODE: 8EL K01; G401P

HSC.14.3 SITE OF DELIVERY AND DELIVERY MODE

Potchefstroom (Afrikaans, English). Full-time, Contact

HSC.14.4 PURPOSE OF QUALIFICATION

The purpose of the qualification is to train and deliver professional dietitians for practice in the extended health market in South Africa. In the light of health problems associated with lifestyle changes, the HIV/AIDS pandemic as well as under and over feeding, good nutrition care for healthy as well as sick people in South Africa is of utmost importance. The monetary load on health care services is out of control and one of the most basic principles to stabilise the problem, is that trained dietitians provide good nutrition education and health care on all levels of the community. Furthermore, completion of this qualification prepares graduates for further study at NQF level 9.

The curriculum composed in this programme complies with the requirements of the Professional Board for Dietetics and Nutrition. Students who complete this study successfully may thus register with the Health Professions Council of South Africa as a dietitian.

HSC.14.5 PROGRAMME OUTCOMES

After completion of the programme the graduate will:

- a) demonstrate extensive and systematic knowledge of the health and disease profile of different South African communities with reference to the nutritional framework and status, agents and organizations involved with local-, national- and international nutrition and related health issues;
- b) demonstrate skills to undertake literature searches in obtaining relevant information in order to identify complex, practice orientated nutritional problems, analyse and interpret it and reach conclusions through practical recommendations; and be able to communicate findings in writing by means of appropriate information technology, and verbally to laymen and professional audiences;
- c) demonstrate knowledge and critical understanding of the principles & theories in the identification and analysing of health problems in individuals and communities related to nutrition, and to launch, evaluate and document nutrition intervention programmes from a responsible and ethical framework;
- d) apply techniques and knowledge with regard to business management in own practices, community nutrition units and food service units as part of a health team; and
- e) demonstrate independent learning and management of all relevant resources in order to master the outcomes of this qualification. Specific Faculty rules for Curriculum.

HSC.14.6 DURATION (MINIMUM AND MAXIMUM DURATION)

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

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

HSC.14.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION

General admission requirements stipulated in A-Rules 1.5 together with the applicable terms in Faculty Rules prevail.

- a) University admission;
- b) Mathematics level 4 (50-59%) and Natural Science level 4 (50-59%)

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

APS-score of at least 26 is required.

- d) **Language requirement:** A pass mark of 50-59% (level 4) in the language of teaching and learning concerning home language or first additional language level.
- e) Prospective students will be subject to a selection process consisting of the following components:
- Academic achievement; and
 - An interview with a selection panel.

Particulars of the selection requirements and procedures are obtainable from the director of the School for Physiology, Nutrition and Consumer Sciences.

Applications should be submitted by 30 June.

*Information is subject to change

HSC.14.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS

All current as well as prospective students, to be registered for the programme must at the time of registration submit proof of immunisation against Hepatitis A and B, being administered during the previous year.

- a) Students are legally compelled to register as student dietitians at the Professional Board for Dietetics and Nutrition (HPCSA) at the beginning of the first study year.
- b) For practice training in the fourth study year students must be in possession of a driver's license (before the start of the fourth study year).
- c) Membership of the professional association (ADSA) is compulsory for all students in the programme from the first year of study.
- d) All costs for practice training in the fourth study year is payable by the student.
- e) No student in the fourth study year will be allowed to serve on a house committee.
- f) Also refer to HSC.1 of this Yearbook.

HSC.14.9 FACULTY-SPECIFIC RULES

- d) Students in all year levels (1st to 4th year) will follow the aligned curriculum as from 2014. Provision will be made for students who need to repeat consolidated modules.
- e) Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.2, before progressing to follow-up modules;
- f) Modules in year level 4 may only be taken once all the modules as prescribed up to year level 3 have been passed.
- g) A participation mark of 50% is required for all modules in year level 4 for admission to examination.
- h) After successfully completing the BSc in Dietetics degree the student will acquire admission to the MSc degree in Dietetics or Nutrition, but is subject to a selection process on the grounds of academic performance as well as availability of capacity in the subject field. The following admission requirements prevail:
- The student must at least achieve a pass mark of 60% in each of the following modules: NUTT311, NUTT321, NUTR321 and NUTR471 or equivalent modules;
 - Descriptive statistics (STTN111) or an equivalent module is a co-requisite (A-Rule 2.3.3.3).

HSC.14.10 ARTICULATION AND EXIT POINTS

After completion of the BSc in Dietetics degree students will be expected to complete their community service year in order to register as Dietitians with the Health Professions Council of South Africa (HPCSA) in the category of independent practice.

HSC.14.11 COMPILATION OF PROGRAMME: DIETETICS

Qualification and programme code: 8EL K01, Curriculum code: G401P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			Year modules		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA111/ ALDE111#	A	-	BCHF215	X	16	BCDT311	X	12	NUTC471*	H	32
CSFD111	X	12	FLGX213	H	16	FLGX312	H	8	NUTF471*	H	32
FLGX113	H	12	MKBX213	X	8	FLGX317	H	8	NUTR471*	H	32
NCHE111	X	12	NUTB211	H	16	NUTP371*	H	16	NUTT472*	H	32
NUTB111	H	12	NUTP271*	H	12	NUTT312	H	16			
NUTB112	H	12	VVDL213	X	16	STTN111	X	12			
Total 1st semester		60	Total 1st semester		84	Total 1st semester		72			
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Year modules		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA122/ ALDE122#	X	12	BCHG221	X	16	FLGX329	H	8			
ANAV121	X	12	FLGX223	H	8	NUTC322	H	12			
CSFD121	X	12	FLGX224	H	8	NUTF321	H	16			
FLGX123	H	12	NUTC222	H	16	NUTR321	H	16			
NCHE121	X	12	NUTF222	H	12	NUTT323	H	24			
NUTB121	H	12	WVGW221	X	12	NUTT324	H	12			
Total 2nd semester		72	Total 2nd semester		72	Total 2nd semester		88			
Total Year Level 1		132	Total Year Level 2		156	Total Year Level 3		160	Total Year Level 4		128
Credit total of the Curriculum									576		

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

* Year module

HSC.15 BACHELOR OF HEALTH SCIENCES IN OCCUPATIONAL HYGIENE

HSC.15.1 PROGRAMME OU AND NAME: 8665 PC PHYSIOLOGY

HSC.15.2 CODE: 8EB K01; G401P (SAQA ID: 94138)

HSC.15.3 SITE OF DELIVERY AND DELIVERY MODE

Potchefstroom (Afrikaans, English). Full-time, Contact

HSC.15.4 PURPOSE OF QUALIFICATION

The purpose of the four year professional Bachelor of Health Sciences in Occupational Hygiene (BHSc Occupational Hygiene) qualification is to scientifically educate and equip students with the necessary knowledge, specific and specialised skills, including problem solving, and relevant competencies required to become Occupational Hygienists, thus being able to anticipate, recognise, evaluate and control health hazards in the working environment with the objective of protecting worker health and well-being, and safeguarding the community at large.

The curriculum of the programme is supported by the Southern African Institute for Occupational Hygiene (SAIOH). After obtaining the qualification, the student may apply for certification by the SAIOH and participate in the relevant assessment programme.

HSC.15.5 PROGRAMME OUTCOMES

After successful completion of the prescribed programme the student should be able to demonstrate:

- a) Integrated knowledge, applied competencies and critical understanding of relevant theories, methodologies and concepts inherent to occupational hygiene.
- b) The ability to protect and promote the health and safety of workers in workplaces, and the community at large, on a national and international level within the framework provided by national and international occupational health and safety legislation.
- c) The ability to select, evaluate and apply a range of appropriate scientific skills and methods in order to anticipate, recognise, evaluate and control health risks in the workplace with the objective of protecting worker health and well-being, and safeguarding the community at large.
- d) The ability to operate effectively within a health and safety team and management system and/or manage a team/system and demonstrate logical and critical understanding of the roles of all participants of this team/system and taking responsibility for task outcomes and the application of appropriate resources.
- e) Ethical conduct and accountability in the practice of the occupational hygiene profession.
- f) Participate in research to enhance knowledge about occupational hygiene risk factors and develop control programs to protect workers' health.

HSC.15.6 DURATION (MINIMUM AND MAXIMUM DURATION)

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

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

HSC.15.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION

General admission requirements stipulated in A-Rules 1.5 together with the applicable terms in Faculty Rules prevail.

In addition to the general admission requirements the following requirements is applicable to the BHSc in Occupational Hygiene:

- a) An endorsed Senior Certificate issued by the South African Certification Board with full matriculation exemption;
- b) Mathematics and Physical Science level 5 (60-69%)
- c) **APS-score:** The results achieved in four designated subjects plus two NSC subjects will be taken into consideration. The results achieved in Life orientation will not be taken into account.

An APS-score of at least 27;

- d) **Language requirement:** A pass mark of 50-59% (level 4) in the language of teaching and learning concerning home language or first additional language level.
- e) admission by means of an academic paper selection process;
- f) any further admission requirements as determined by the Senate from time to time.

Please note that, owing to specific capacity constraints, the University reserves the right to select candidates for admission to certain fields of study. This means that prospective students who comply with the minimum requirements may not necessarily be admitted to the courses in question. Because of the capacity limitations and the high demand from students for admission to particular fields of study, students will be selected on the basis of their scholastic achievements for admission to these fields.

*Information is subject to change.

HSC.15.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS

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

Also refer to HSC.1 of this Yearbook.

All Occupational Hygiene students will have to buy personal protective equipment (PPE) that will be required to work in the industries during Work Integrated Learning (WIL). This is not covered by the registration or course fees.

HSC.15.9 FACULTY-SPECIFIC RULES

Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.2, before progressing to follow-up modules.

HSC.15.10 ARTICULATION AND EXIT POINTS

On completion of the BHSc in Occupational Hygiene students can be admitted to a MHSc in Occupational Hygiene, after which a PhD degree may be pursued if the prerequisites are met.

HSC.15.11 COMPILATION OF PROGRAMME: OCCUPATIONAL HYGIENE

Qualification and programme code: 8EB K01, Curriculum code: G401P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA111#/ ALDE111 #	A		BCHF215	X	16	BHIG311	H	24	BHIG411	H	16
FLGX113	X	12	BHIG211	H	16	BHIG312	H	24	BHIG412	H	24
FSKS113	X	12	FLGX213	X	16	FLGX312	X	8	BHIG413	H	24
MKPN111	X	12	NCHE211	X	8	FLGX313	X	8			
NCHE111	X	12	NCHE213	X	8	FLGX317	X	8			
STTN111	X	12									
Total 1st semester		60	Total 1st semester		64	Total 1st semester		72	Total 1st semester		64
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Second semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA122/ ALDE122 #	X	12	BHIG221	H	8	BHIG321	H	24	BHIG421	H	24
FLGX123	X	12	BHIG222	H	8	BHIG322	H	24	BHIG422	H	16
FSKS123	X	12	BHIG223	H	16	FLGX325	X	16	BHIG423	H	16
NCHE121	X	12	BHIG224	H	8	FLGX327	X	8	BHIG471	H	32
STTN124	X	12	FLGX223	X	8	FLGX328	X	8			
			WVGW221	X	12						
Total 2nd semester		60	Total 2nd semester		60	Total 2nd semester		80	Total 2nd semester		88
Total Year Level 1		120	Total Year Level 2		124	Total Year Level 3		152	Total Year Level 4		152
Credit Total of Curriculum											548

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

HSC.16 BACHELOR OF HEALTH SCIENCES IN BIOKINETICS

HSC.16.1 PROGRAMME OU AND NAME: 8636 PC HUMAN MOVEMENT SCIENCE

HSC.16.2 CODE: 8DR K01; G401P (SAQA ID: 97936)

HSC.16.3 SITE OF DELIVERY AND DELIVERY METHOD

Potchefstroom (Afrikaans, English). Full-time, Contact

HSC.16.4 PURPOSE OF QUALIFICATION

The qualification serves as the foundational and core knowledge, skills and abilities to act as a professional health care professional. The Biokineticist is able to work in a variety of settings, including the public and private sector as well as in rural communities. Exercise, physical activity and health education are primarily utilised to enhance/promote health, prevent, maintain and restore an individual's functional ability.

HSC.16.5 PROGRAMME OUTCOMES

After completion of the qualification students should be competent to:

- a) Integrate and apply acquired knowledge of human movement science, wellness, physical activity, sport and applied health to all levels and members of communities within a structured setting of an exercise facility or open ground environment;
- b) provide and render a professional service of expertise to clients/patients with a sense of responsibility and empathy by efficient application of science and technology and with responsibility towards the environment, the country and all its people;
- c) apply ethical standards in conducting tests/evaluations and the handling of results/reports;
- d) communicate acquired knowledge on human movement ability, performance enhancement physical activity, health and wellness in a professional manner and level people will be able to understand;
- e) act and work as part of a multi-disciplinary team in promoting health, wellness and enhancement of human ability/performance and
- f) functioning as an entrepreneur within the sector at entry level.

HSC.16.6 DURATION (MINIMUM AND MAXIMUM DURATION)

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

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

HSC.16.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION

General admission requirements stipulated in A-Rules 1.5 together with the applicable terms in Faculty Rules HSC.1.2.1 and HSC.1.2.2 prevail.

In addition to the general admission requirements the following requirements is applicable to the BHSc in Biokinetics:

- a) An endorsed Senior Certificate issued by the South African Certification Board with full matriculation exemption;
- b) Mathematics level 3 (40-49%) OR Mathematics Literacy level 4 (50-59%)
- c) Physical Science level 4 (50-59%) OR Life Sciences at level 4 (50-59%)
- d) **APS-score:** The results achieved in four designated subjects plus two NSC subjects will be taken into consideration. The results achieved in Life orientation will not be taken into account.

An APS-score of at least 26;

- e) **Language requirement:** A pass mark of 50-59% (level 4) in the language of teaching and learning concerning home language or first additional language level.
- f) admission by means of an academic paper selection process;
- g) any further admission requirements as determined by the Senate from time to time.

Please note that, owing to specific capacity constraints, the University reserves the right to select candidates for admission to certain fields of study. This means that prospective students who comply with the minimum requirements may not necessarily be admitted to the courses in question. Because of the capacity limitations and the high demand from students for admission to particular fields of study, students will be selected on the basis of their scholastic achievements for admission to these fields.

*Information is subject to change.

HSC.16.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS

Students should, prior to starting the course in Biokinetics, be medically fit for the fitness component of the course.

- a) For specialisation in Kinder kinetics, students must have completed a module/course in gymnastics and swimming. Both these practical modules/courses entail the basic elements needed for the development of motor and sensory skills in children. In the case of swimming it is not the development of the different swimming strokes, but to lay the foundation for learns to swim and water orientation.
- b) As for Sport Science, the practitioner needs to know and understand the developmental requirements of both an individual and a team sport since the acquired knowledge in this specialization will have to be applied effectively in both.

HSC.16.9 FACULTY-SPECIFIC RULES

Admission to any level in the BHSc in Biokinetics programme, will be refused if the student has not passed the module prerequisites as stipulated in the list of modules HSC.2.

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

Also refer to HSC.1 of this Yearbook.

HSC.16.10 ARTICULATION AND EXIT POINTS

Students may articulate horizontally into related qualifications like Sport Science, Recreation, Human Movement Studies, etc. or vertically into a Master's and Doctorate programme. However, the institution or faculty to which the relocation is made may decide on the acceptance of this qualification.

HSC.16.11 COMPILATION OF PROGRAMME: BIOKINETICS

Qualification and programme code: 8DR K01, Curriculum code: G401P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#			HMSC211	H	16	HMSO311	H	16	HMSC471	H	32
HMSA111	H	12	HMSP211	H	16	Choose ONE HMSS311 HMSK311	H	24	HMSB471	H	32
HMSC111	X	12	HMSE211	H	16	HMSE311	H	16	HMSB472	H	32
HMSC112	H	12	HMSC212	X	16	Choose ONE HMSS312 HMSK312	H	8	HMSB473	H	16
HMSC113	X	12	Choose ONE: HMXA211 HMXXN211 HMXS211 HMXT211	X	8	HMSC311	X	16	HMSC472	H	24
HMSC114	X	12	HMSC213	H	8						
Total 1st semester		60	Total 1st semester		80	Total 1st semester		80	Total for the year		136
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Year modules		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	HMSC221	X	8	HMSC321	H	16			
HMSA121	H	12	HMSO221	H	16	HMSB321	H	24			
HMSP121	H	12	HMSE221	H	16	HMSC322	X	16			
HMSE121	H	12	HMSC222	H	16	Choose ONE HMSS321 HMSK321	H	16			
HMSC121	X	12	Choose ONE HMXXG221 HMXXH221 HMXXK221 HMXXR221	X	8	HMSC323	X	8			
			WVGW221	X	12						
Total 2nd semester		60	Total 2nd semester		76	Total 2nd semester		80			
Total Year Level 1		120	Total Year Level 2		156	Total Year Level 3		160	Total Year Level 4		136
Credit total of the Curriculum										572	

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

HSC.17 BACCALAUREUS CURATIONIS

The process of alignment and re-curriculation of this qualification with other campuses will commence as soon as statutory requirements is received from the Statutory Council. Linking modules in other faculties or schools, which have already aligned, have been amended in this curriculum.

HSC.17.1 PROGRAMME OU AND NAME: 8647 PC NURSING UNDERGRADUATE

HSC.17.2 CODE: 120101; G409P

HSC.17.3 SITE OF DELIVERY AND DELIVERY MODE

Potchefstroom (Afrikaans, English). Full-time, Contact

HSC.17.4 PURPOSE OF QUALIFICATION

The BCur programme presents professional and academic training up to NQF level 8 which enables students to register at the South African Nursing Council as a Registered Nurse (General, Psychiatric and Community Nursing) and Midwife in the category community service, and after completion of one Yearbook year of community service as Registered Nurse (General, Psychiatric and Community Nursing) and Midwife.

HSC.17.5 PROGRAMME OUTCOMES

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

Render professional, high quality, scientific founded nursing within the multi-professional healthcare system. Provide a service according to the needs of the time, the province and individual. Focus on service delivery and culture sensitive care, based on the primary health care approach. Continuously strive towards personal and professional growth and health, and facilitation to patients.

HSC.17.6 DURATION (MINIMUM AND MAXIMUM DURATION)

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

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

HSC.17.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION

General admission requirements stipulated in A-Rule 1.5 together with the applicable terms in Faculty Rules prevail.

- a) University admission;
- b) Physical Science or Life Sciences or Mathematics on level 4 (50-59%)
- c) A “job shadowing” (observation) component. Students have to complete “job shadowing” (observation) of 60 hours over a period of 2 weeks in a hospital in the medical (20 hours), surgical (20 hours) and paediatric (20 hours) wards, under the supervision of a Registered Nurse. A report (the template of this report can be obtained from the School of Nursing Science) on this experience have to be submitted to the School of Nursing Sciences before the end of October of the year before commencement of prospective studies
- d) **APS-score:** The results achieved in four designated subjects plus two NSC subjects will be taken into consideration. The results achieved in Life orientation will not be taken into account
An APS-score of at least 25 is required.
- e) **Language requirement:** A pass mark of 50-59% (level 4) in the language of teaching and learning on Home Language or First Additional Language level.
- f) Prospective students will be subject to a selection process consisting of the following:
 - A paper selection where the requirement of an **APS-score of 25** has been set

Particulars of the selection requirements and procedures are obtainable from the director of the School of Nursing Science.

Applications must be submitted by 30 June.

*Information is subject to change.

HSC.17.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS

All current Nursing students and prospective students, to be registered for the programme must at the time of registration submit proof of immunization against Meningitis, Hepatitis A and B, Tetanus and Polio, being administered during the previous year.

Students may with written permission of the Programme Manager/Administrative Manager (on the prescribed student request form) change their curriculum during the scheduled period for changes.

Recognition of prior learning will be given, where applicable, by the Faculty committee for recognition of prior learning according to the University policy.

Also refer to HSC.1 of this Yearbook.

HSC.17.9 FACULTY-SPECIFIC RULES

- k) Students in all year levels (1st to 4th year) will follow the new curriculum from 2010. Provision will be made for students who have to repeat consolidated modules.
- l) The participation mark for this qualification is constituted as follows:
 - 4 evaluation marks per 8 credit module and
 - 6 evaluation marks per 16 credit module.
- m) The repetition of one module per semester will be approved for continuation to the next academic level, provided that there are no timetable conflicts and that the prerequisites of the modules as stated in HSC.21 were met.
- n) Where two or more modules are repeated in the same semester, the student will not be allowed to continue with the next study year.
- o) However, if you fail general nursing practical modules, you will remain on the class list as a repeater for the year failed. You will also have to repeat the whole practical year module before continuation to the next year (refer to HSC.1.14.1).
- p) A practical module is passed only if everyone of the individual components / stations / procedures of the OSCE examination opportunity were passed, in other words if a student passes 2 out of 3 (three) components / stations / procedures and fails one component / station / procedure, the student will fail the total practical module, regardless of whether the marks system indicates a pass mark.
- q) Students must register at the South African Nursing Council;
- r) It is recommended that a student should register at a professional subject society to obtain indemnity;
- s) If you extend your studies with a year, 50 clinical hours for the year that is repeated (though the practical module passes) will have to be worked again in order to remain competent and as far as it is possible to be accommodated in the timetables.
- t) If a student failed a **theory module**, the student needs to repeat **100%** of the module requirements. If a student have to **repeat a practical module**, the student have to **repeat 100% of the assignments/procedures**, but **only 50 clinical hours** for the practical module failed (**providing that the student completed the required amount of hours in the previous year**).
- u) The compulsory clinical hours prescribed by the Statutory Council for Midwifery Practice is 1000 clinical hours of which 360 hours to be completed in the third year during VPVP372 and the remaining hours in the first semester of the fourth year during VPVP472.

- v) The compulsory clinical hours prescribed by the Statutory Council for Psychiatric Nursing Science Practice (VPEP471) is 1cr = 20 notional hours = 28x20 = 560 hours. (A change in credits influence the prescribed clinical hours.)
- w) After successfully completing the BCur degree the student will acquire admission to the MCur degree in the respective specialising areas but is subject to a selection process on the grounds of academic performance as well as availability of capacity in the subject field.

HSC.17.10 ARTICULATION AND EXIT POINTS

It may be possible for a student to exit at NQF level 6 (second year level) and register at the SANC as enrolled nurse under the supervision of a registered nurse to deliver health services, providing that the student passed both first and second years general nursing science modules (theory as well as practicals), with a minimum of 2000 practical hours worked.

HSC.17.11 COMPILATION OF PROGRAMME: GENERAL, PSYCHIATRIC, COMMUNITY NURSING SCIENCE AND MIDWIFERY

Qualification and programme code: 120 101, Curriculum code: G409P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA111#/ ALDE111#	A	-	FLPV213	X	16	FKLG211	X	16	**VPBP471	H	8
ANAV111	X	12	PSYC211	X	16	VPEK311	H	16	*VPEP471	H	28
VPH111	H	16	*VPGP271	H	12	*VPGP372	H	8	**VPLS471	H	8
*VPFP171	H	12	VPGR211	H	8	VPGS311	H	8	VPNN411	H	8
VPG111	H	8	VPGW211	H	8	**VPLS371	H	8	*VPNP471	H	8
*VPGP171	H	8	VPWB211	H	16	VPVN311	H	8	VPPF411	H	8
			*VPWP271	H	16	*VPVP372	H	18	VPVA412	H	16
						*VPXP371	H	16	*VPVP472	H	32
						VPXS311	H	16			
Total 1st semester		56	Total 1st semester		92	Total 1st semester		114	Total 1st semester		116
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Second semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA122#/ ALDE122#	X	12	BCHG221	X	16	VPEV321	H	16	VPBB421	H	8
ANAV121	X	12	FLPV222	X	8	VPNN323	H	8	VPER421	H	16
MKBN121	X	12	SOCL222	X	16	VPVB321	H	16			
VPH121	H	16	VPGO221	H	8	VPXS321	H	16			
VPH122	H	8	VPVI222	H	8						
			VPWG221	H	16						
Total 2nd semester		60	Total 2nd semester		72	Total 2nd semester		56	Total 2nd semester		24
Total Year Level 1		116	Total Year Level 2		164	Total Year Level 3		170	Total Year Level 4		140
Credit total for Curriculum											590

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

HSC.18 BACHELOR OF NURSING SCIENCES (BNSC)

The process of alignment and re-curriculation of this qualification with other campuses will commence as soon as statutory requirements is received from the Statutory Council. Linking modules in other faculties or schools, which have already aligned, have been amended in this curriculum.

HSC.18.1 PROGRAMME OU AND NAME: 8640 MC NURSING UNDERGRADUATE

HSC.18.2 CODE: 270102; N111M

HSC.18.3 SITE OF DELIVERY

Mafikeng (English). Full-time, Contact

HSC.18.4 PURPOSE OF QUALIFICATION

The programme presents professional and academic training up to NQF level 8 which enables students to register at the South African Nursing Council as a Registered Nurse.

HSC.18.5 PROGRAMME OUTCOMES

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

Render professional, high quality, scientific founded nursing within the multi-professional healthcare system. Provide a service according to the needs of the time, the province and individual. Focus on service delivery and culture sensitive care, based on the primary health care approach. Continuously strive towards personal and professional growth and health, and facilitation to patients.

HSC.18.6 DURATION (MINIMUM AND MAXIMUM DURATION)

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

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

HSC.18.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION

General admission requirements stipulated in A-Rule 1.5 together with the applicable terms in Faculty Rules HSC.1.2.1 and HSC.1.2.2 prevail.

- a) University admission;
- b) English on level 4 (50-59%),
- c) Mathematics on level 4 (50-59%) OR Mathematics Literacy on level 5 (60-69%),
- d) Physical Science level 4 (50-59%) OR Life Sciences level 4 (50-59%).
- e) **APS-score:** The results achieved in four designated subjects plus two NSC subjects will be taken into consideration. The results achieved in Life orientation will not be taken into account

An APS-score of at least 26 is required.

- f) Prospective students will be subject to a selection process consisting of the following:
 - A academic paper selection where the requirement of an **APS-score of 26** has been set;
 - Interviewing; and
 - Evaluation of Language proficiency (see HSC.1.17 of this Yearbook)

Applications must be submitted by 30 June.

*Information is subject to change.

HSC.18.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS

All current Nursing students and prospective students, to be registered for the programme must at the time of registration submit proof of immunization against Meningitis and Hepatitis A and B being administered during the previous year.

Recognition of prior learning will be given, where applicable, by the Faculty committee for recognition of prior learning according to the University policy.

Also refer to HSC.1 of this Yearbook.

HSC.18.9 FACULTY-SPECIFIC RULES

- a) Students in all year levels (1st to 4th year) will follow the new curriculum from 2010. Provision will be made for students who have to repeat consolidated modules.
- b) The participation mark for this qualification is constituted as follows:
 - 4 evaluation marks per 8 credit module and
 - 6 evaluation marks per 16 credit module.
 - 12 credit module
 - 24 credit module
- c) The repetition of one module per semester will be approved for continuation to the next academic level, provided that there are no timetable conflicts and that the prerequisites of the modules as stated in HSC.21 were met.
- d) Where two or more modules are repeated in the same semester, the student will not be allowed to continue with the next study year.
- e) However, if you fail general nursing practical modules, you will remain on the class list as a repeater for the year failed. You will also have to repeat the whole practical year module before continuation to the next year (refer to HSC.1.14.1).
- f) A practical module is passed only if everyone of the individual components / stations / procedures of the OSCE examination opportunity were passed, in other words if a student passes 2 out of 3 (three) components / stations / procedures and fails one component / station / procedure, the student will fail the total practical module, regardless of whether the marks system indicates a pass mark.
- g) Students must register at the South African Nursing Council;
- h) It is recommended that a student should register at a professional subject society to obtain indemnity;
- i) If you extend your studies with a year, 100 clinical hours for the year that is repeated (though the practical module passes) will have to be worked again in order to remain competent and as far as it is possible to be accommodated in the timetables.
- j) If a student failed a **theory module**, the student needs to repeat **100%** of the module requirements. If a student have to **repeat a practical module**, the student have to **repeat 100% of the assignments/procedures**, but **only 50 clinical hours** for the practical module failed (**providing that the student completed the required amount of hours in the previous year**).

HSC.18.10 ARTICULATION AND EXIT POINTS

It may be possible for a student to exit at NQF level 6 (second year level) and register at the SANC as enrolled nurse under the supervision of a registered nurse to deliver health services, providing that the student passed both first and second years general nursing science modules (theory as well as practicals), with a minimum of 2000 practical hours worked.

After successfully completing the Bachelor of Nursing Sciences degree the student will acquire admission to the Master of Nursing Science degree but is subject to a selection process on the grounds of academic performance as well as availability of capacity in the subject field.

HSC.18.11 COMPILATION OF PROGRAMME: BACHELOR OF NURSING SCIENCE

Qualification and programme code: 270 102, Curriculum code: N111M

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA111#/ ALDE111#	X	12	BIYM112	X	12	GNSM211	H	12	GNSM311	H	12
BIYM111	X	12	GNSM111	H	24	MIYM311	H	24	MIYM411	H	18
EPPM111	H	6	NCHM211	H	12	NCHM311	H	6	NRMM411	H	12
FNSM111	H	18	PHMM112	H	12	PNSM311	H	18	PNSM411	H	18
NCHM111	H	24	PSYC111	X	12						
SOCY111	X	12									
Total 1st semester		84	Total 1st semester		72	Total 1st semester		60	Total 1st semester		60
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Second semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA122#/ ALDE122#	X	12	BIYM124	X	12	GNSM222	H	12	GNSM321	H	18
BIYM121	X	12	EPPM221	H	6	MIYM322	H	24	MIYM422	H	18
FNSM122	H	18	GNSM122	H	18	NCHM322	H	6	NRPM422	H	12
NCHM122	H	12	NCHM222	H	24	PNSM322	H	18	PNSM422	H	18
SOCY121	X	12	PSYC121	X	12						
Total 2nd semester		66	Total 2nd semester		72	Total 2nd semester		60	Total 2nd semester		66
Total Year Level 1		150	Total Year Level 2		144	Total Year Level 3		120	Total Year Level 4		126
Credit total for Curriculum											540

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

HSC.19 MODULE OUTCOMES

Module code: ANAV111	Semester 1	NQF level: 5, Credits: 12
TITLE: ANATOMY I		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • knowledge and informed understanding of key terms, concepts, facts, principles and rules relevant to structural anatomy (cells, tissues, skin; musculoskeletal-, endocrine-, and lymphatic systems) and biophysics related to human body systems; • the ability to distinguish between normal anatomy and deviations from normal anatomy and biophysical functioning of the human body, the implications for wellbeing and possible solutions/interventions to support the healing process within the practice of health care delivery; • act in accordance with acceptable ethical- legal and professional criteria related to human anatomy; • act as independent individual and interdependent member of a group (study-, health team); make appropriate contributions, including technological media and relevant scientific evidence, accepting co-responsibility to achieve the set goals and accountability for the outcome of the task. 		
Assessment methods: 1 x 3 hour 1 : 1 Method of delivery: Full-time		

Module code: ANAV121	Semester 2	NQF level: 5, Credits: 12
TITLE: ANATOMY II		
Module outcomes:		
After completion of the module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> • knowledge and informed understanding of key terms, concepts, facts, principles and rules relevant to the structural anatomy of the cardio-vascular-, respiratory-, digestive-, urinary- , reproductive and central nervous systems and special senses • the ability to distinguish between normal anatomy and deviations, the implications for wellbeing and possible solutions/interventions to support the healing process within the practice of health care delivery; • act as independent individual and interdependent member of a group (study-, health team), make appropriate contributions, (including technologies, media and relevant scientific evidence), accepting co-responsibility to achieve the set goals and the accountability for the outcome of the task; and • monitor own learning process, implement relevant learning strategies to improve learning, manage resources effectively to achieve set outcomes. 		
Assessment criteria:		
The student will prove mastery of the outcomes when he/she can:		
<ul style="list-style-type: none"> • identify and describe all types of tissues, organs and systems with reference to their purpose, structure, function, and topographical location in the body. • use scientific terminology and concepts accurately in the description of tissues, organs, and organs systems. Terms are used in accordance with nursing practice and accepted medical usage. • identify anatomical changes in relation to different stages in the human lifespan. Explanations of the changes, and examples provided, are consistent with accepted understanding in the field. 		

- the systems and their working are discussed in relation to the disease process, and the health-illness continuum. The discussion shows a clear understanding of normal functioning and how they are impacted by illness.
- describe different options for restoring normal functioning and/or equilibrium with reference to the impact of the disease process on the normal functioning of anatomical systems.
- external anatomical landmarks are correctly identified and their significance explained with reference to treatment application, measurement of vital signs and placement of sensors.
- treatment decisions are consistent with anatomical and biophysical evidence and treatment is applied in ways that reflect a sound knowledge of anatomy. Evidence is gathered by approved methods at appropriate topographical points.
- record keeping with respect to patient health status is accurate in its anatomical and biophysical references to source and location of pain, lesions, and signs and symptoms of disease.
- complete tasks/activities in practical sessions as part of a group.
- work as part of a team to solve problems related to the application of anatomical and biophysical knowledge in the clinical practice.
- work with the multi-professional team to implement preventative, corrective and rehabilitative measures in the general well-being of the patient, family and community.
- use different technological media and evidence to complete the task/activities during group sessions.
- practice is applied consistently in a manner that reflects a clear understanding and interpretation of the requirements of SA Nursing and Health Care legislation.

Assessment methods - Formal formative:

Class tests x3-4

Practical assignments weekly

Assessment methods - Summative:

Examination x2 papers

Assessment plan:

Class test 1 = 20%

Class test 2 = 20%

Class test 3 = 20%

Class test 4 = 20%

Weekly practical assignments combined mark = 20%

Above gives the participation mark

Exam mark = 50%, Participation mark = 50%

Above combined give Final module mark

Method of delivery: Full-time

Module code: BCDT311	Semester 1	NQF level: 7, Credits: 12
TITLE: NUTRITIONAL BIOCHEMISTRY		
Module outcomes:		
After completion of the module, the student should:		
<ul style="list-style-type: none"> • demonstrate detailed knowledge on the biochemistry, molecular biology and genetics of nutrition as well as diseases where nutrition plays a key role. • be able to select and apply appropriate techniques to interpret biochemical results of clinical samples correctly. • be able to solve selected biochemical analytical problems. 		

<ul style="list-style-type: none"> • evaluate, interpret and present data generated with selected biochemical analytical methods. • demonstrate an understanding of the ethical and professional conduct required of a dietitian.
<p>Assessment criteria: Candidates have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • demonstrate their ability to apply concepts and principles on: <ul style="list-style-type: none"> (1) the biochemistry, molecular biology and genetics of nutrition as well as diseases where nutrition plays a key role, (2) hypothetical biochemical/clinical case studies. • use and master selected biochemical analytical techniques to investigate biochemical/clinical problems relating to nutrition. • gather analytical data using selected biochemical analytical techniques. • analyse, evaluate and present analytical data generated with selected biochemical analytical techniques. • demonstrate an awareness and understanding of the ethical and professional conduct required of a dietitian. <p>Assessment methods - Formal formative: The student demonstrates his/her newly acquired knowledge and skills by submitting reports.</p> <p>Assessment methods: Summative Summative assessments are in the form of written class tests, a semester test and a final exam to be completed by each candidate.</p> <p>Assessment plan: The participation mark consists of the average of the class tests (50%) and the semester test (50%). The participation mark and exam will each contribute 50% to the module mark.</p> <p>Method of delivery: Full-time</p>

Module code: BCHF215	Semester 1	NQF level: 6, Credits: 16
TITLE: BIOCHEMISTRY FOR HEALTH SCIENCES		
<p>Module outcomes: After completion of the module, the student should:</p> <ul style="list-style-type: none"> • demonstrate detailed knowledge on the flow of genetic information in the biosphere, including the structure and synthesis of nucleic acids and proteins. • be able to evaluate and discuss the biochemical basis for the presentation of certain medical conditions, keeping in mind the structure-function relationship of biomolecules. • be able to evaluate and apply selected biochemical analytical techniques to investigate nucleic acids and proteins. • be able to solve selected biochemical analytical problems. • evaluate, interpret and present data generated with selected biochemical analytical methods. • demonstrate an understanding of the ethical and professional conduct required of a biochemist. 		
<p>Assessment criteria: Candidates have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • demonstrate their ability to apply concepts and principles on: <ul style="list-style-type: none"> (1) the flow of genetic information in the biosphere, (2) the structure of nucleic acids, (3) the processes of replication, transcription and translation, 		

- (4) structure of amino acids,
- (5) the primary, secondary, tertiary and quaternary levels of protein structure,
- (6) higher order functionality and diversity of proteins,
- (7) metabolism,
- (8) the immune system/response.

- evaluate and discuss the biochemical basis for the presentation of certain medical conditions, keeping in mind the structure-function relationship of biomolecules.
- use and master selected biochemical analytical techniques to investigate nucleic acids and proteins.
- gather analytical data using selected biochemical analytical techniques.
- analyse, evaluate and present analytical data generated with selected biochemical analytical techniques.
- demonstrate an awareness and understanding of the ethical and professional conduct required of a biochemist.

Assessment methods - Formal formative:

The student demonstrates his/her newly acquired knowledge and skills by submitting reports on their own analytical experiments.

Assessment methods: Summative

Summative assessments are in the form of written class tests, a semester test two practical exams and a final exam to be completed by each candidate.

Assessment plan:

Theory component (67%): The theory participation mark consists of the average of the class tests (50%) and the semester test (50%)

Practical component (33%): The practical participation mark consists of the average of the practical assignments (50%) and the average of the two practical exams (50%). A minimum practical participation mark of 40% is required for examination participation. The theory (67%) and practical (33%) components contribute to the participation mark. A minimum participation mark of 40% is required for examination participation. The participation mark and exam will each contribute 50% to the module mark.

Method of delivery: Full-time

Module code: BCHG221	Semester 2	NQF level: 6, Credits: 16
TITLE: CLINICAL BIOCHEMISTRY		
<p>Module outcomes:</p> <p>After completion of the module, the student should:</p> <ul style="list-style-type: none"> • be able to demonstrate basic knowledge and understanding of the use of biochemical investigations • be able to demonstrate basic knowledge and understanding of key terms, concepts and principles underlying diagnostic accuracy • be able to demonstrate basic knowledge and understanding of manipulation of laboratory tests to achieve a desired outcome • be able to know and understand the following topics: <ol style="list-style-type: none"> 1. The chemical and physiological mechanisms that underlie homeostasis and 2. The etiology, pathogenesis, biochemical pathology, clinical features and basic treatment of relevant disease states relevant to clinical biochemistry. <ol style="list-style-type: none"> a) Water sodium and potassium, b) Hydrogen ion homeostasis, c) The kidney, d) Calcium phosphate and magnesium, 		

- e) The bone, articular, muscle and nervous system,
- f) Common plasma proteins, enzymes and marker of inflammation,
- g) Iron homeostasis,
- h) The liver,
- i) The hypothalamus-pituitary-target organ axis,
- j) Carbohydrate metabolism,
- k) Lipid metabolism,
- l) Cardiovascular disease,
- m) Malignant disease and tumour markers,
- n) Hematology

Assessment criteria:

Candidates have mastered the outcomes if they are able to:

- Correctly request and interpret the following laboratory tests I general scenarios in clinical practice:
 1. Urea, creatinine and electrolytes,
 2. Measured and calculated osmolality and anion gap,
 3. Urinary electrolytes and osmolality,
 4. Creatinine clearance and the calculated glomerular filtration rate,
 5. Blood gas,
 6. Calcium, magnesium and phosphate,
 7. Parathyroid hormone, 25-hydroxy vitamin D and calcitriol,
 8. Serum and urine total protein and albumin,
 9. Pre-albumin,
 10. Carbohydrate deficient transferring,
 11. C-reactive protein and pro-calcitonin,
 12. Immunoglobulins,
 13. Iron, transferrin and ferritin,
 14. Bilirubin, alanine and aspartate aminotransferase, alkaline phosphatase and gamma glutamyl transferase,
 15. Urinary urobilinogen and bilirubin,
 16. Pseudocholine esterase
 17. Amylase,
 18. Common tumour markers,
 19. Growth hormone and prolactin,
 20. TSH and thyroid hormones, Adrenocorticotrophic hormone and cortisol,
 21. Renin and Aldosterone, Follicle stimulation hormone and luteinizing hormone.
 22. Estrogen, progesterone and testosterone.
 23. Glucose, insulin, c-peptide and HBA1c,
 24. Urinary glucose and ketones,
 25. Lactate and pyruvate,
 26. Lipogram,
 27. Troponins, creatinine kinase and pro-B natriuretic peptide,
 28. Full blood count and clotting profile

Note: Expected depth of understanding will differ based on the scope of practice. E.g., Students are expected to have in depth knowledge and understanding of glucose, but only a basic overview of tumour markers.

Assessment methods - Formal formative:

The students will perform informal class case studies, model questions that includes cases and answers, and class tests. As part of the practical assessments, they will have to participate in problem-based discussions.

<p>Assessment methods: Summative</p> <p>The summative assessment consists of class tests, an assignment, a semester test and a final exam paper written at the end of the semester.</p> <p>Assessment plan:</p> <p>The participation mark consists of the average of the class tests (25%), one assignment (25%) and the semester test (50%). A minimum participation mark of 40% is required for examination participation.</p> <p>The participation mark and exam will each contribute 50% to the module mark.</p> <p>Method of delivery: Full-time</p>
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Module code: BHIG211	Semester 1	NQF level: 6, Credits: 16
TITLE: FUNDAMENTALS OF OCCUPATIONAL HYGIENE		
<p>Module outcomes:</p> <p>After completion of the module, the student should demonstrate the following:</p> <ul style="list-style-type: none"> • detailed knowledge and understanding of the fundamental principles of Occupational Hygiene; • an understanding of the overall Occupational Hygiene process and the ability to implement this knowledge in the design of a suitable and sufficient Occupational Hygiene survey and the interpretation of the generated data in a sound scientific way; • the ability to evaluate and analyse existing Occupational Hygiene survey programs; • an understanding of the ethical aspects and practices specifically relevant to Occupational Hygiene; • the ability to accurately and coherently communicate his/her findings verbally and in writing with an understanding of copyright and rules of plagiarism. 		
Assessment methods: 50:50 Method of delivery: Full-time		

Module code: BHIG221	Semester 2	NQF level: 6, Credits: 8
TITLE: RISK MANAGEMENT		
<p>Module outcomes:</p> <p>After completion of the module, the student should demonstrate the following:</p> <ul style="list-style-type: none"> • detailed knowledge of the risk assessment process and the accompanying understanding and ability to apply key terms, concepts, principles, rules and theories of the field within the context of Occupational Hygiene; • proficiency in your ability to demonstrate an understanding of the different forms of knowledge and schools of thought as applicable to Risk Assessment; • the ability to select appropriate Risk Assessment procedures and to apply them in the context of Occupational Hygiene in order to contribute to the enhancement of data review and management practices with a view to improve the quality of Risk Assessments as envisioned in the context of Occupational Hygiene; • your problem solving skills in respect of your ability to identify analyse and solve problems in various unfamiliar contexts by gathering evidence and applying solutions that are appropriate to the field of Risk Assessment; • an understanding of the ethical implications of decisions and actions, within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas that may occur in the practice of Risk Assessment; • proficiency in your ability to present and communicate complex information reliably and coherently using appropriate academic and professional or occupational conventions, formats and technologies as appropriate to the field of Risk Assessment; 		

<ul style="list-style-type: none"> an ability to work effectively in a team or group, and to take responsibility for your decisions and actions and the decisions and actions of others within well-defined contexts, including the responsibility for the use of resources where appropriate.
Assessment methods: 50:50 Method of delivery: Full-time

Module code: BHIG222	Semester 2	NQF level: 6, Credits: 8
TITLE: ERGONOMICS FOR OCCUPATIONAL HYGIENE		
Module outcomes:		
After completion of the module, the student should demonstrate the following:		
<ul style="list-style-type: none"> detailed knowledge and understanding of the field of ergonomics, and the influence of ergonomics on the body; and knowledge of how ergonomic problems in the workplace can cause strain and injury; the ability to effectively apply principles of ergonomics and evaluation methods to assess the ergonomic compliance or problems with ergonomics in a work area; the ability to use discipline-specific methods and techniques of information gathering on overuse syndrome and other ergonomic related health problems, analyse and synthesize the information and apply your research to a given context in the field of ergonomic related disorders; accurate and coherent written and verbal communication of the role of ergonomics in Occupational Hygiene with an understanding of and respect for copyright and rules of plagiarism. 		
Assessment methods: 50:50 Method of delivery: Full-time		

Module code: BHIG223	Semester 2	NQF level: 6, Credits: 16
TITLE: TOXICOLOGY I		
Module outcomes:		
After completion of the module, the student should demonstrate the following:		
<ul style="list-style-type: none"> detailed knowledge and understanding of fundamental toxicological concepts; how toxicological knowledge relates to Occupational Hygiene; and the history and development of knowledge in toxicology and Occupational Hygiene; the ability to analyse, evaluate and synthesise toxicological information obtained from multiple sources and to apply it in the field of Occupational Hygiene; the ability to communicate complex toxicological information verbally and in writing reliably and coherently with understanding and respect of copyright and plagiarism rules; the ability to work effectively in a group and to contribute toward the planning and completion of group tasks. 		
Assessment methods: 50:50 Method of delivery: Full-time		

Module code: BHIG224	Semester 2	NQF level: 6, Credits: 8
TITLE: RESEARCH METHODOLOGY		
Module outcomes:		
After completion of the module, the student should demonstrate the following :		
<ul style="list-style-type: none"> detailed knowledge and understanding of fundamental research concepts, methods and processes, and how applicable knowledge of research methodologies relates to Occupational Hygiene; an understanding of the ethical aspects and practices specifically relevant to Occupational Hygiene research; 		

<ul style="list-style-type: none"> the ability to select, evaluate and apply statistical analysis specific to Occupational Hygiene to solve fundamental problems in the field of Occupational Hygiene; an ability to analyse, evaluate and synthesise information obtained from multiple sources to write a fundamental research proposal; accurate and coherent written and verbal communication of a research proposal with an understanding of and respect for copyright and rules of plagiarism.
Assessment methods: 50:50 Method of delivery: Full-time

Module code: BHIG311	Semester 1	NQF level: 7, Credits: 24
TITLE: TOXICOLOGY II		
Module outcomes:		
After completion of the module, the student will demonstrate the following:		
<ul style="list-style-type: none"> integrated knowledge and understanding of the toxicology of a variety of toxicants and an understanding of how these toxicants relate to Occupational Hygiene; the ability to identify, analyse, critically reflect on and address complex toxicological problems related to Occupational Hygiene and to provide solutions based on theoretical arguments; the ability to systematically gather, independently validate, evaluate and manage information on a variety of toxicants; accurate and coherent communication of relevant toxicological information verbally and in writing with understanding of and respect of copyright and plagiarism rules. the ability to manage a group in solving contextual toxicological problems by applying appropriate resources, monitor progress of the team and taking responsibility of the outcomes. 		
Assessment methods: 50:50 Method of delivery: Full-time		

Module code: BHIG312	Semester 1	NQF level: 7, Credits: 24
TITLE: OCCUPATIONAL HYGIENE LEGISLATION		
Module outcomes:		
After completion of the module, the student will demonstrate the following:		
<ul style="list-style-type: none"> integrated knowledge of relevant legislation and regulations applicable to the practice of Occupational Hygiene in a South African context, and a keen understanding of the implementation of appropriate laws in different scenarios and the implications when such laws and regulations are not adhered to; the ability to develop, implement and then evaluate the effectiveness of an Occupational Hygiene monitoring program, with strict adherence to relevant legislation and regulations; the ability to critically analyse and evaluate Occupational Hygiene monitoring data, thereafter comparing it with relevant Occupational Hygiene legislation and formulate the necessary changes to the Occupational Hygiene monitoring program. an ability to accurately and coherently communicate practice requirements and safety recommendations relevant to the field of Occupational Hygiene to a range of different audiences, providing sound evidence for convincing arguments while demonstrating effective use of available resources. 		
Assessment methods: 50:50 Method of delivery: Full-time		

Module code: BHIG321	Semester 2	NQF level: 7, Credits: 24
TITLE: CHEMICAL STRESSORS I		
Module outcomes:		
After completion of the module, the student will demonstrate the following:		
<ul style="list-style-type: none"> integrated knowledge and understanding of exposure to a variety of aerosols and hazardous biological agents (HBA) and an understanding of exposure assessment and control strategies relevant to these exposures; ability to select, evaluate and apply a range of different and appropriate exposure assessment and control strategies to resolve Occupational Hygiene problems; the ability to identify, analyse and critically reflect on the assessment of complex exposure problems in the workplace in order to prescribe the correct control strategies; accurate and coherent communication of exposure assessment and control strategies information verbally and in writing with understanding of and respect of copyright and plagiarism rules. 		
Assessment methods: 50:50 Method of delivery: Full-time		

Module code: BHIG322	Semester 2	NQF level: 7, Credits: 24
TITLE: PHYSICAL STRESSORS I		
Module outcomes:		
After successful completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> an integrated knowledge and understanding of the basic scientific principals regarding electromagnetic radiation and the accompanying electrical and magnetic fields, it's influences on the body, the scientific fundamentals of measuring exposure and the physiological basis of occupational exposure limits as well as the control of exposure; a keen understanding of the scientific basis of the units in which the exposures is measured; the ability to gather and use knowledge in a critical way from available literature and to apply it in a creative manner in practice in order to protect workers against the dangers and negative health effects of electromagnetic radiation and poor illumination; the ability to critically analyse complicated exposure problems in the workplace in order to prescribe the correct protection measures; the ability to accurately and coherently communicate his/her findings verbally and in writing. 		
Assessment methods: 50:50 Method of delivery: Full-time		

Module code: BHIG411	Semester 1	NQF level: 8, Credits: 16
TITLE: VENTILATION		
Module outcomes:		
After completion of the module, the student will demonstrate the following:		
<ul style="list-style-type: none"> knowledge of and engagement with the theoretical underlying principles, theories, research methodologies and methods appropriate to the study of ventilation and the ability to apply the aforementioned in any context relevant to ventilation and Occupational Hygiene; the ability to gather information from a variety of respectable sources, assessing the integrity of the information as well as the information generating process and using the information to enhance your understanding of ventilation; the ability to select appropriate procedures, methods and techniques to analyse and creatively respond to modern-day issues and challenges in the field of ventilation, 		

thereby contributing to the enhancement of data review and management practices with a view to improve Ventilation as a field in actual Occupational Hygiene practice;

- the capacity to use a variety of specialised skills to identify, analyse and address complex or abstract problems drawing systematically on the body of knowledge and methods appropriate to the field of Ventilation;
- the ability to produce and communicate academic, professional or occupational ideas and text effectively while offering creative insight, comprehensive interpretations and solutions to challenges as encountered within the field of Ventilation as envisioned in the practice of Occupational Hygiene;
- ownership of your work, decisions made and resources used as well as accountability for the decisions and actions of your peers where appropriate

Assessment methods: 50:50 **Method of delivery:** Full-time

Module code: BHIG412

Semester 1

NQF level: 8, **Credits:** 24

TITLE: CHEMICAL STRESSORS II

Module outcomes:

After completion of the module, the student will demonstrate the following:

- integrated knowledge of and engagement in gas and vapour exposure and critical understanding and application of exposure assessment and control strategies relevant to these exposures;
- the ability to critically interrogate multiple publications pertaining to exposure assessment and control strategies within the field of Occupational Hygiene, and critically evaluate and review them and the manner in which they were produced;
- the ability to select, evaluate and apply a range of different but appropriate exposure assessment and control strategies to reflect on and address complex Occupational Hygiene exposure scenario's;
- accurate, coherent, appropriate and creative presentation and communication of Occupational Hygiene exposure assessment and control strategies with understanding of and respect for rules on copyright and plagiarism.

Assessment methods: 50:50 **Method of delivery:** Full-time

Module code: BHIG413

Semester 1

NQF level: 8, **Credits:** 24

TITLE: PHYSICAL STRESSORS II

Module outcomes:

After completion of the module, the student will demonstrate the following:

- comprehensive and integrated knowledge and understanding of the basic scientific principals regarding noise, vibration and temperature, its influences on the body, the scientific fundamentals of measuring and units, occupational exposure levels as well the various levels of protection of workers;
- the ability to develop, implement and evaluate an effective program for the monitoring and control of exposure to noise, vibration, heat and cold;
- the ability to critically analyse complicated exposure problems in the workplace in order to prescribe the correct protection measures;
- the ability to accurately and coherently communicate his/her findings verbally and in writing.

Assessment methods: 50:50 **Method of delivery:** Full-time

Module code: BHIG421	Semester 2	NQF level: 8, Credits: 24
TITLE: CHEMICAL STRESSORS III		
Module outcomes:		
After completion of the module, the student will demonstrate the following:		
<ul style="list-style-type: none"> integrated knowledge of and engagement in biological monitoring of exposure, dermal exposure and surface exposure and critical understanding and application of exposure assessment and control strategies relevant to these respiratory exposures; the ability to critically interrogate multiple publications pertaining to exposure assessment and control strategies within the field of Occupational Hygiene, and critically evaluate and review them and the manner in which they were produced; the ability to select, evaluate and apply a range of different but appropriate exposure assessment and control strategies to reflect on and address complex Occupational Hygiene exposure scenario's; accurate, coherent, appropriate and creative presentation and communication of Occupational Hygiene exposure assessment and control strategies with understanding of and respect for rules on copyright and plagiarism. 		
Assessment methods: 50:50 Method of delivery: Full-time		

Module code: BHIG422	Semester 2	NQF level: 8, Credits: 16
TITLE: EMPLOYEE WELLNESS AND EPIDEMIOLOGY		
Module outcomes:		
After completion of the module, the student will demonstrate the following:		
<ul style="list-style-type: none"> knowledge of and engagement with the theoretical underlying principles, theories, research methodologies and methods appropriate to the study of Employee Wellness and Epidemiology and the ability to apply the aforementioned in any context relevant to Employee Wellness and Epidemiology; the ability to gather information from a variety of respectable sources, assessing the integrity of the information as well as the information generating process and using the information to enhance your understanding of Employee Wellness and Epidemiology; the ability to select appropriate procedures, methods and techniques to analyse and creatively respond to modern-day issues and challenges in the field of Employee Wellness and Epidemiology, thereby contributing to the enhancement of data review and management practices with a view to improve employee wellness in actual Occupational Hygiene practice; the ability to produce and communicate academic, professional or occupational ideas and text effectively while offering creative insight, comprehensive interpretations and solutions to challenges as encountered within the field of Employee Wellness and Epidemiology as envisioned in the practice of Occupational Hygiene; the capacity to identify and address ethical issues, based on critical reflection of the suitability of different ethical value systems, pertinent to the field of Employee Wellness and Epidemiology; ownership of your work, decisions made and resources used as well as accountability for the decisions and actions of your peers where appropriate. 		
Assessment methods: 50:50 Method of delivery: Full-time		

Module code: BHIG423	Semester 2	NQF level: 8, Credits: 16
TITLE: MANAGEMENT, OCCUPATIONAL SAFETY AND ENVIRONMENTAL HEALTH		
Module outcomes:		
After completion of the module, the student will demonstrate the following:		
<ul style="list-style-type: none"> • knowledge of and engagement with the theoretical underlying principles, theories, research methodologies and methods appropriate to the study of Management, Environmental Health and Safety and management systems of Occupational Hygiene and the ability to apply the aforementioned in any context relevant to Environmental Health and Safety and management of Occupational Hygiene; • the ability to gather information from a variety of respectable sources, judging the integrity of the information as well as the information generating process and using the information to enhance your understanding of Environmental Health and Safety and Occupational Hygiene management; • the ability to select appropriate procedures, methods and techniques to analyse and creatively respond to modern-day issues and challenges in the field of Occupational Hygiene, Environmental Health and Safety, thereby contributing to the enhancement of data review and management practices with a view to improve Environmental Health and Safety in actual Occupational Hygiene practice; • the ability to use a variety of specialized skills to solve, analyse and address complex or abstract problems, by drawing on existing knowledge and methods applicable to Management, Occupational Safety and Environmental Health as a research area; • the ability to produce and communicate academic, professional or occupational ideas and text effectively while offering creative insight, comprehensive interpretations and solutions to challenges as encountered within the field of Environmental Health and Safety as envisioned in the practice of Occupational Hygiene and management thereof; • that you are able to operate effectively within a system or manage a system based on your understanding of the roles and relationships between elements within a particular system; • ownership of your work, decisions made and resources used as well as accountability for the decisions and actions of your peers where appropriate. 		
Assessment methods Method of delivery: Full-time		

Module code: BHIG471	Semester 1&2	NQF level: 8, Credits: 32
TITLE: RESEARCH PROJECT		
Module outcomes:		
After completion of the module, the student will demonstrate the following:		
<ul style="list-style-type: none"> • integrated knowledge and critical understanding of the theories, research methodologies and methods used in Occupational Hygiene and how to apply the knowledge during a research project to solve an Occupational Hygiene problem; • the ability to critically interrogate, evaluate and review multiple sources of knowledge available on his research topic and use the knowledge to plan, execute and evaluate his/her own project; • the ability to select, evaluate and apply the appropriate Occupational Hygiene research methods, techniques and statistical analysis during his/her project; • the ability to critically judge and address ethical issues encountered during his/her project in a suitable manner; • the ability to accurately and coherently communicate his/her findings and recommendations by using appropriate and creative presentations to a range of different 		

audiences, providing sound evidence for convincing arguments while demonstrating effective use of available resources.

Assessment methods: No examination (Project work) **Method of delivery:** Full-time

Module code: BIYM111	Semester 1	NQF level: 5, Credits: 12
Title: ELEMENTS OF HUMAN ANATOMY		
Module outcomes:		
<ul style="list-style-type: none">• Describe and explain the structure of the tissues, organs, and sensory, respiratory, gastro intestinal , cardiovascular systems.• Describe and explain the biophysics related to sensory, respiratory, gastro intestinal, cardiovascular system.• Apply knowledge of human anatomy and related biophysics in clinical practice		
Method of delivery: Full-time		

Module code: BIYM112	Semester 1	NQF level: 5, Credits: 12
Title: ELEMENTS OF PHYSIOLOGY		
Module outcomes:		
<ul style="list-style-type: none">• Describe and explain the structure of the tissues, organs, and organs of nervous, urinary, reproductive and endocrine systems.• Describe and explain the biophysics related to nervous, urinary, reproductive and endocrine systems.• Apply knowledge of human anatomy and related biophysics in clinical practice		
Method of delivery: Full-time		

Module code: BIYM121	Semester 2	NQF level: 5, Credits: 12
Title: HUMAN ANATOMICAL SYSTEMS		
Module outcomes:		
<ul style="list-style-type: none">• Describe the physiology of the tissues and organs of the respiratory, special senses, gastro –intestinal and cardio vascular systems accurately as related to nursing practice.• Describe the biochemistry and biophysics related to the respiratory, special senses, gastro –intestinal and cardio vascular systems.• Apply knowledge of relevant physiology and related biochemistry in clinical practice		
Method of delivery: Full-time		

Module code: BIYM124	Semester 2	NQF level: 5, Credits: 12
Title: SYSTEMS PHYSIOLOGY		
Module outcomes:		
<ul style="list-style-type: none">• relate how components of the muscular system function in the body.• describe how body movements are coordinated.• evaluate how components of the endocrine system function in the body.• analyse how components of the reproductive systems function in the body.• demonstrate how the endocrine system influences development of male and female reproductive organs.		
Method of delivery: Full-time		

Module code: BSWG111	Semester 1	NQF level 5, Credits: 12
TITLE: INTRODUCTION TO SOCIAL WORK AS PROFESSION		
Module outcomes:		
On completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate an understanding of social work as a profession; distinguish between social work and social welfare; explain the relationship between social work, other social service practitioners and other related disciplines, and demonstrate knowledge of the social-work methods of intervention and social service systems; • demonstrate an ability to apply the social work methods and procedures in the working relationship with clients; • demonstrate an ability to understand and interpret, evaluate and engage in the problem-solving process of clients by means of the change process in social work; • demonstrate an ability to apply and take into account the ethical code of conduct as contained in the South African code of ethics; • demonstrate an ability to evaluate different sources of information and communicate information reliably and coherently; • demonstrate an ability to evaluate their learning performance and demonstrate an ability to identify their learning needs. 		
Assessment criteria:		
Students have mastered the outcomes if they are able to:		
<ul style="list-style-type: none"> • understand and implement the fundamental principles of social work as a profession in terms of how social work is incorporated within the welfare system; • explain and analyse the relationship between social work, other social service practitioners and other related disciplines in terms of the values in the social work context; • give an overview of social work methods of intervention and social service systems; • apply and analyse the social work methods and procedures in service delivery to clients; • give an overview of the change process in social work and evaluate how this process can help in the problem-solving process with clients; • analyse and explain the ethical principles of social work; • give an overview of the social work values; • analyse and explain the different sources of information in a reliable and coherent manner. 		
Method of delivery: Full-time		

Module code: BSWG114	Semester 1	NQF level: 5, Credits: 12
TITLE: THE SCIENTIFIC FOUNDATION OF SOCIAL-WORK PRACTICE		
Module outcomes:		
After completion of the module, the students should be able to:		
<ul style="list-style-type: none"> • informed knowledge of the key theories and concepts that guide social-work practice; • an ability to solve familiar psychosocial problems from a social-work theoretical perspective; • an ability to take account of the implications of professional values and codes of conduct when applying theories of social work. 		
Assessment criteria:		
The student will prove that they have attained the outcomes of the scientific foundation of social-work practice (12 credits) module when they can:		
<ul style="list-style-type: none"> • explain how the knowledge base of social work has been compiled; 		

- defend social work as a scientific discipline/the relationship between social work and science;
- discuss critical thinking, scientific inquiry and career-long learning and their implications for social-work practice;
- discuss key theories that guide social-work practice, including systems theory and ecological perspective, the strengths perspective, role theory and roles in social work;
- use the key concepts of the theories of social work in describing case examples;
- explain and give solutions to South African psychosocial problems from a social-work theoretical perspective;
- use critical thinking skills to evaluate the credibility of a claim, conclusion or argument in a social-work text;
- judge the theories of social-work on the basis of social-work professional values and code of conduct.

Method of delivery: Full-time

Module code: BSWG214

Semester 1

NQF level: 6, **Credits:** 8

TITLE: INTRODUCTION TO CHILDCARE LEGISLATION

Module outcomes:

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

- demonstrate understanding of the nature of childcare legislation, with specific reference to the rights of children;
- demonstrate detailed knowledge on and understanding of child-centred services in South Africa and differentiate between services to children at all levels on the continuum of social-work service delivery, including prevention, early intervention, statutory services, reconstruction services and aftercare services;
- demonstrate understanding of how to identify services and operational strategies for children in the community, as well as analyse and describe the services and strategies that would be in the best interest of the child;
- demonstrate an ability to identify, evaluate and solve problems regarding the protection of children within specific legislative bounds;
- demonstrate an understanding of the ethical implications of child-centred services;
- demonstrate an understanding of how to plan service delivery that focuses specifically on the needs of children;
- demonstrate an ability to select, present and communicate in a reliable and coherent manner complex information that complies with childcare legislation.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- explain the rationale underlining childcare legislation and the role of the constitutional rights of children in it;
- differentiate between the levels of service delivery in child-centred services in South Africa;
- on a practical level, explain the processes that stem from childcare legislation;
- give an overview on the rights of children and the implications of these rights;
- describe how to identify services and operational strategies for children in the community and apply them in practice in the best interest of children;
- evaluate circumstances under which the state is compelled to protect children;
- analyse and explain the legal provisions for the protection of children;
- reflect on and analyse the ethical basis of reasoning and decision-making when working with children;

- give an overview on how social-work services could satisfy the needs of children;
- interpret the content and implications of childcare legislation in a reliable and coherent manner.

Method of delivery: Full-time

Module code: BSWG223

Semester 2

NQF level: 6, Credits: 8

TITLE: BASIC PRINCIPLES OF SOCIAL WORK MANAGEMENT

Module outcomes:

On completion of the module, the student should be able to:

- demonstrate detailed knowledge on and understanding of the management processes and theories relevant to social-work management, as well as provide a comparative analysis of these theories;
- demonstrate the ability to select and apply appropriate management strategies within social-work practice;
- demonstrate the ability to act appropriately by applying management roles/functions in familiar and new contexts and reflect on their own leadership style.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- classify the different management processes and theories;
- provide a comparative analysis of the management theories that are relevant to social work;
- motivate which management strategies are applicable to the South African social-work context;
- describe how appropriate management strategies would be applied the South African social-work context;
- argue how the management roles and functions apply to social-work practice;
- critically analyse and reflect on their own leadership style.

Method of delivery: Full-time

Module code: BSWG226

Semester 2

NQF level: 6, Credits: 8

TITLE: DEVELOPMENTAL WELFARE POLICY A

Module outcomes:

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

- demonstrate detailed knowledge on and understanding of social-welfare policies and the purpose for which they are created, the purpose of the policy, and the role of social work with respect to policies;
- demonstrate detailed knowledge literacy on welfare policies and their influence on services rendered by social workers, and evaluate the interrelationship between social-welfare policies, legislation and social work, and an understanding of how the relevant government structures function;
- demonstrate an ability to relate and interpret policy and legislation with reference to practical settings in which social workers operate/ function;
- demonstrate an ability to use acquired knowledge in problem-solving and to evaluate and identify gaps and solve social issues through the implementation of social-welfare policy;
- demonstrate knowledge on and understanding of ethical aspects and the obligation of social workers with regard to their ethical duties;

<ul style="list-style-type: none"> • demonstrate an ability to evaluate existing social-welfare issues and analyse them on the basis of the current welfare system in South Africa; • understand how the relevant government structures operate.
<p>Assessment criteria:</p> <p>Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • give an overview on the role of social-welfare policies and their effects on/implication for society's well-being, and elaborate on the role of a social worker; • distinguish between core concepts that are pertinent to the interpretation of policy, legislation and social welfare policy; • apply and analyse the relationship between social-work and social-welfare processes and its application in practice; • discuss the role and function of different government structures and the application of the phases of influencing social-welfare policy; • investigate social issues and apply appropriate methods, procedures or techniques in processes of influencing social-welfare policy on the basis of the social issue investigated; • apply policy- and ethics-related knowledge in practice; • describe the ethical responsibilities with regard to policy practice that a social worker has within an organisational and professional context; • analyse pressing social-welfare issues and assess those in line with the existing welfare policies and make recommendations; • describe the nature and roles of the different levels of government and the interrelationship between different government structures.
<p>Method of delivery: Full-time</p>

Module code: BSWG311	Semester 1	NQF level: 7, Credits: 8
TITLE: THEORIES AND APPROACHES IN SOCIAL WORK		
<p>Module outcomes:</p> <p>After completion of the module, the student should be able to:</p> <ul style="list-style-type: none"> • explain how the knowledge base of social work has been compiled. • demonstrate a solid understanding of the knowledge base of the different approaches and models in social work • distinguish between the different kinds of theories, models, approaches and frameworks. • describe the theoretical foundations and nature of particular approaches and models. 		
<p>Assessment criteria:</p> <p>Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • differentiate and integrate a range of psychosocial theories and approaches in social-work practice; • apply detailed knowledge of these theories and approaches in case studies in the field of social work; • critically reflect on and assess complex psychosocial problems with the help of appropriate theories; • apply evidence-based solutions and theory-driven arguments; • design appropriate intervention strategies to introduce change in client systems; • judge decisions and act ethically and professionally; • justify those decisions and actions drawing on appropriate social-work ethical values and the code of conduct; 		

- critically assess, evaluate and reflect on their observation of the implementation of theories and approaches in case examples;
- compile and present a report on the integrated application of theories and approaches in social-work service-delivery contexts;
- distinguish the appropriate role and use of practice approaches for different social-work service-delivery contexts and types of client-system problems.

Method of delivery: Full-time

Module code: BSWG412

Semester 1

NQF level: 8, **Credits:** 16

TITLE: SOCIAL WORK IN HOST SETTINGS

Module outcomes:

On completion of the module, the student should be able to:

- demonstrate integrated knowledge of the nature and extent of social work and an understanding of how to apply such knowledge within different host settings and to evaluate knowledge and processes of knowledge production;
- demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques as part of a multi-professional team to unfamiliar problems pertaining to social work within host settings;
- demonstrate an ability to use a range of strategies in social-work intervention to analyse and address complex or abstract problem areas, drawing systematically on the body of knowledge and methods appropriate to social work within host settings;
- demonstrate the suitability of the different and sometimes conflicting ethical value systems of the social-work profession and the host setting within in which it operates;
- demonstrate an ability to review information gathering, evaluation and management processes in the host setting in order to develop creative responses to social-work problems and issues and to ensure a mandate for social-work intervention;
- demonstrate an ability to produce and enhance communication towards professional or occupational social-work ideas and texts to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to different host settings;
- demonstrate an ability to demonstrate how to operate effectively within the host setting and to develop an understanding of the roles of and relationships between the elements within different host settings;
- demonstrate an ability to identify and address professional and ongoing learning needs, and take full responsibility for their own decisions and actions towards the accomplishment of these needs.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- verify and argue social-work theories, methods, techniques and policies applicable to social work within different host settings;
- validate, choose and apply appropriate social-work procedures, processes or techniques, policies and resources as part of a multi-professional team to unfamiliar problems within different host settings;
- initiate and use a range of strategies in social-work intervention to analyse and address complex or abstract problems, drawing systematically on the body of knowledge and methods appropriate to social work in host settings;
- challenge the suitability of different and sometimes conflicting ethical value systems of the social-work profession and the host setting within which it operates;

- critically evaluate information-gathering, evaluation and management processes in the host setting in order to develop creative responses to social-work problems and issues to ensure a mandate for social-work intervention;
- establish, formulate, and stimulate effective communication of professional or occupational social-work ideas and texts to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to different host settings;
- distinguish how to operate effectively within the host setting and to develop an understanding of the nature and extent of social work and the roles and relationships within the host setting;
- develop, optimise and take responsibility for professional and ongoing learning needs and own decisions and actions towards the accomplishment of specific qualifications needed to apply for a position within different host settings.

Method of delivery: Full-time

Module code: BSWG414	Semester 1	NQF level: 8, Credits: 8
TITLE: SOCIAL WORK SERVICES RE SPECIFIC CLIENT SYSTEMS		
Module outcomes:		
On completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate applied knowledge of and engagement in specific client systems, characteristics and problems, theories, social policy and legislation and available resources in the field of gerontology, HIV and AIDS and disabilities; • understand methods and procedures to map new knowledge on gerontology, HIV and AIDS and disabilities to deal with the complexities, concrete and abstract problems and issues in gerontology, HIV and AIDS and disabilities; • demonstrate an ability to use a range of social-work skills to identify and analyse complex or abstract problems in the field of the aged, HIV and AIDS and disabilities; • demonstrate an ability to identify and address ethics and professionalism through critical reflection on the suitability of different ethical value systems towards the older person and people affected by HIV and AIDS and persons with disabilities; • access, process and manage information in the specialised contexts of the older person and people affected by HIV and AIDS and disabilities in order to develop creative responses to problems and issues; • produce and scientifically communicate knowledge, professional or occupational ideas offering creative insights, interpretations and solutions to problems and issues appropriate to the specific client systems, the aged, people affected by HIV and AIDS and disabilities; • demonstrate accountability to take responsibility for work, decision-making and the use of resources, and take full accountability for the decisions and actions of others where appropriate. 		
Assessment criteria:		
Students have mastered the outcomes if they are able to:		
<ul style="list-style-type: none"> • analyse the characteristics, strengths and needs/ problems relevant to gerontology, HIV and AIDS and disabilities; • analyse the knowledge on social policy and legislation regarding the older person and people affected by HIV and AIDS and disabilities; • evaluate appropriate use of the different theories, methods, strategies and techniques with respect to the different client systems, the aged, HIV and AIDS and the persons with disabilities; 		

- specify multiple resources, facilities, services, programmes and projects regarding the aged, HIV/AIDS and disabilities;
- evaluate the appropriate use of methods and procedures, strategies and techniques based on a comprehensive assessment of the problems and issues of the specific client system's aged, persons with HIV and AIDS and disabilities, and use evidence-based solutions and theory-driven arguments in class discussions and assignments;
- analyse the social-work skills to identify and analyse complex or abstract problems and systematically draw on the body of knowledge and methods appropriate to the field of the aged, persons with HIV and AIDS and disabilities to suggest/develop solutions to problems in a critical and creative way;
- apply ethics and professionalism in the peer group discussions, class discussions and class presentations regarding the field of the older person; people affected by HIV and AIDS and persons with disabilities;
- assess the information gathered and manage the processes in the field of the aged, persons with HIV/AIDS and disabilities in order to design resources, facilities, services, programmes and projects regarding problems and issues;
- produce and communicate knowledge, ideas and solutions to problems regarding the aged, people affected by HIV and AIDS and disabilities;
- create responsibility for work, decision-making and the use of resources, and take full accountability for the decisions and actions of others where appropriate.

Method of delivery: Full-time

Module code: BSWG416	Semester 1	NQF level: 8, Credits: 8
TITLE: SOCIAL-WORK INTERVENTIONS WITH REGARD TO SUBSTANCE ABUSE AND DEPENDENCY		
<p>Module outcomes:</p> <p>On completion of the module, the student should be able to:</p> <ul style="list-style-type: none"> • understand substance abuse problems globally, in the context of Africa and finally in the South African situation; • analyse various programmes and strategies being implemented by both private and public entities in an attempt to address the problem of substance abuse and dependency; • demonstrate applied knowledge of different victims of substance abuse, such as persons addicted to other dependency-forming substances, as well as juvenile and adult victims such as women, teenagers and aged dependants, in the proposed service delivery; • demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques, policies and resources to unfamiliar problems in the field of substance abuse; • demonstrate an ability to use a variety of professional services to prevent dependency; implement earlier interventions and other forms of treatment regarding the victims of substance abuse and their next of kin; • demonstrate an ability to act correctly during service delivery according to the values and principles of the profession and the ethical code for social workers; • demonstrate an ability to critically review psychosocial risk factors of substance dependency within the developmental stages of the individual in order to develop creative responses to problems and issues. 		
<p>Assessment criteria:</p> <p>Students have mastered the outcomes if they are able to:</p>		

<ul style="list-style-type: none"> critically examine substance abuse as a social problem globally, regionally and locally; argue how each setting does impact on the other setting in terms of illegal drug trafficking, consumption pattern and substance abuse and dependency; differentiate between a range of substance dependencies throughout the different historical contexts; then compare the intervention strategies adopted in these contexts and come up with a conclusion regarding the applicability of these strategies within the social-practice context; categorise the phases of dependency and the different drugs in terms of depressants, stimulants and hallucinogenic substances and report the effects of these on the biological make-up of the abuser and compile and incorporate an effective intervention strategy; evaluate and apply appropriate standard procedures, policies, legislation and resources in the field of substance abuse; critically evaluate the bio-psychosocial theory in order to understand the situation and the strength-based intervention approach as an intervention mode; apply and evaluate interpersonal skills and techniques that are required in practice within a multi-disciplinary team for the provision of services to substance-abuse dependants; assess an individual with a substance-dependency problem and apply the values and principles of the profession within the framework of the ethical code for social workers; evaluate the psychosocial risk factors of substance dependency within the developmental stages of the individual and compile an age and gender-specific intervention programme.
<p>Method of delivery: Full-time</p>

Module code: BSWG418	Semester 1	NQF level: 8, Credits: 8
TITLE: PRACTICE MANAGEMENT IN SOCIAL WORK		
<p>Module outcomes:</p> <p>On completion of the module, the student should be able to:</p> <ul style="list-style-type: none"> interpret and implement the knowledge of and engagement relating to practice and case management; select, apply and transfer appropriate standard procedures in developing and managing human resources within the social-work context; analyse and address the finances of a programme or project; identify and address issues based on the ethical code prescribed by the SACSSP; demonstrate the ability to apply in a self-critical manner the key functions of supervision in social work. 		
<p>Assessment criteria:</p> <p>Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> interpret the theories and legislation and apply them to case management; analyse the organisational context; compare different perspectives in social-work management and suggest the most relevant perspective to the South African welfare sector; value diversity issues and relevant legislation in the management of a welfare organisation; motivate the rationale for management-information systems in a welfare organisation; specify the kind of information decision-makers in an organisation will need to plan, implement, monitor and improve programmes; 		

<ul style="list-style-type: none"> • develop a quality-assurance programme for a welfare organisation; • argue the rationale for staff training; • assess training and development needs of social-work staff; • design, implement and evaluate a training programme; • discuss performance appraisal and the appropriate appraisal mechanisms; • debate volunteer involvement; • develop and implement a personal strategy to prevent professional burnout; • implement the stages of the financial-management process; • draw up a budget; • compile, discuss and evaluate business plans; • interpret the nature of case management; • describe and apply the roles of the case manager; • describe the principle of confidentiality to clients; • demonstrate the duty to warn in the organisation; • apply professional guidelines for code of conduct and applicable ethical codes as prescribed by the South African Council for Social Service Professions in practice; • describe social-work supervision; • utilise and implement the supervision process;
Method of delivery: Full-time

Module code: BSWG419	Semester 1	NQF level: 8, Credits: 8
TITLE: SOCIAL WORK AND THE LAW		
Module outcomes:		
On completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • compare the various roles social workers can play in the South African courts; analyse the knowledge and skills required within each role; • enhance interpersonal skills that are required for the provision of services within a multi-disciplinary group; • generate and write specialised social-work court reports; • differentiate between South African courts, their various procedures and applicable legislation. 		
Assessment criteria:		
Students have mastered the outcomes if they are able to:		
<ul style="list-style-type: none"> • identify and compare the various roles and requirements that are set for probation officers, child protection social workers, forensic social workers, intermediaries; • demonstrate the necessary interpersonal skills such as critical thinking, objectivity and communication skills in order to interact in the legal field; • identify the minimum requirements for court reports for social workers set by South Africa courts and relevant legislation for probation officers, forensic social workers and child-protection social workers; • demonstrate the ability to write evaluation and discussion sections in court reports such as children's court reports, probation reports and forensic social-work reports; • differentiate between the high court, regional court, the lower court, children's court, divorce court; the procedures followed in each as well as applicable legislation such as the Criminal Procedure Act, the Child Justice Act, Children's Act; Sexual Offences Act; • appraise integrity, reliability and accountability, decision-making skills as core qualities when working in the courts. 		
Method of delivery: Full-time		

Module code: BSW111	Semester 1	NQF level: 5, Credits: 12
Title: Life skills: theory and practice		
Module outcomes: On completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate knowledge and understanding of the asset-based approach, the theory which guides life skills education in social work; • demonstrate an understanding of life skills education as a primary, secondary and tertiary measure for the improvement of personal effectiveness and interactive skills; • attend a life-skills programme presented by senior students, and provide proof of attendance; • communicate information reliably, accurately and coherently, while partaking in this life skills programme; • work effectively as a member of a team and respect others, during the group presentation. 		
Assessment criteria: Students have mastered the outcomes if they are able to:		
<ul style="list-style-type: none"> • distinguish between the needs-based and asset-based approaches; • explain the three levels of assets and capacities; • explain the constructs pertaining to the asset-based approach, and identify applicable constructs for life skills facilitation; • list and explain the relevant concepts communicated during the life skills lesson; • attend sessions of a life skills group work programme presented by third year students, provide proof of attendance, and complete assignments after each session; • give feedback on the life skills programme as a group in a form of a class presentation; • work effectively with others, as a member of a team; • organise and manage themselves and their activities responsibly and effectively. 		
Method of delivery: Full-time		

Module code: BSW121	Semester 2	NQF level: 5, Credits: 12
TITLE: PROFESSIONAL BEHAVIOUR: THEORY AND PRACTICE		
Module outcomes: On completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate their knowledge on and understanding of the essential facilitative qualities and characteristics of the social worker; • demonstrate the ability to apply the basic interpersonal skills in communication with the client; • evaluate own strengths and weaknesses as a student social worker according to gathered information; • demonstrate the ability to take responsibility for own learning as a student social worker; • demonstrate the ability to work effectively with group members in researching communication techniques with clients. 		
Assessment criteria: Students have mastered the outcomes if they are able to:		
<ul style="list-style-type: none"> • describe the essential facilitative qualities and characteristics of the social worker such as critical thinking, scientific writing, working in a diverse community, in a portfolio; 		

- apply the interpersonal communication skills with clients in a portfolio, for instance motivation, interpersonal relationships, knowledge and insight as well as dedication by means of academic work input and output;
- submit a portfolio of practical exercises that applies communication skills with clients;
- by means of a scenario and role-play, communicate basic interpersonal skills when working with clients;
- evaluate personal professional readiness with respect to the requirements of a social worker;
- portray evaluation in a report;
- identify the needs regarding the application of the communication techniques;
- assess personal strengths and weaknesses at the end of the module and write a report;
- demonstrate the basic interpersonal skills in communication with the client;
- provide group members with prepared themes.

Method of delivery: Full-time

Module code: BSW122	Semester 2	NQF level: 5, Credits: 12
TITLE: THE DEVELOPMENT APPROACH TO SOCIAL WORK AND WELFARE		
Module outcomes:		
On completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate informed knowledge on and understanding of the key terms and concepts of social development as an approach to social work; knowledge on how social development emerges in social work and welfare; and explain the relevance of social development in social work; • demonstrate the ability to evaluate the value of the developmental approach as opposed to other macro approaches to welfare; and formulate a finding on the issue and be able to defend their findings; • demonstrate the ability to operate in a range of familiar and new contexts and show an understanding of the nature of developmental social services in South Africa. • demonstrate knowledge on the role of a volunteer in a section in the welfare field and insight into the role of a volunteer in a welfare practice. 		
Assessment criteria:		
Students have mastered the outcomes if they are able to:		
<ul style="list-style-type: none"> • define and explain the concepts social welfare and social development; • describe the nature of social development and developmental social work; • explain where social development fits into the context of social welfare; • identify the values and principles in social work practice and developmental social work; • evaluate the value of the developmental approach as opposed to the other two macro approaches to welfare; • formulate a finding on the issue and defend their findings in a class debate; • outline the nature and content of the service delivery model; • undertake a field trip and write a report on information gathered; • complete a report on simulations for social services; and • complete voluntary services to a social work and complete a written report on the outcome of the services. 		
Method of delivery: Full-time		

Module code: BSWI211	Semester 1	NQF level: 6, Credits: 12
TITLE: CASEWORK: THEORY AND PRACTICE A		
Module outcomes:		
On completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate detailed knowledge of casework as a method in social work; • demonstrate understanding of individual and family intervention processes; • demonstrate the ability to select appropriate interview methods and techniques and apply these in an actual casework/interview process; • demonstrate an understanding of the values, ethical principles and legal obligations of a social caseworker and the implications of their decisions and actions in terms of the SACSSP code of ethics; • demonstrate the ability to apply the values, ethical principles and legal obligations of a social caseworker in simulated and actual practice situations; • evaluate different sources of information and identify appropriate information to include in casework reports. 		
Assessment criteria:		
Students have mastered the outcomes if they are able to:		
<ul style="list-style-type: none"> • classify the different methods of social work; • explain the nature and application of casework as a social-work method; • utilise the phases of casework within the context of individual and family intervention processes; • select appropriate interviewing methods and techniques for simulated and actual interviews; • effectively implement appropriate interviewing methods and techniques in simulated and actual interviews; • critically analyse professional behaviour in social-work practice according to the ethical guidelines of the South African Council for Social Service Professions; • recognise ethical dilemmas and make decisions on the basis of the ethical scenario by applying the code of ethics; • analyse the ethics, principles and values that are applicable to a given practice simulation or relevant in an actual interview; • implement appropriate ethics, principles and values in practice simulations and actual interviews; • evaluate different sources of information, interpret data and utilise the results to write professional casework reports. 		
Method of delivery: Full-time		

Module code: BSWI212	Semester 1	NQF level: 6, Credits: 8
TITLE: COMMUNITY WORK: THEORY AND PRACTICE A		
Module outcomes:		
On completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate detailed knowledge and understanding of the context, nature and components of community work as a social work method, and of the schools of thought that play a role in the way it is implemented in practice; • explain the process that is followed in the implementation of community work in general and in the community education model in particular; • demonstrate the ability to analyse a practice scenario; 		

- demonstrate the ability to design a practice simulation based community work project in which especially the community education model is utilised; and
- demonstrate the ability to convert ideas and plans into writing, and to utilise specific community work related skills.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- describe the knowledge, attitudinal and skills requirements that social (community) workers must comply with; the causes of change in a community and its likely reaction to such change; the origin and basic nature of current community work thought; the field of practice of community work; the general course of the community work process; and how the community education model can be applied in practice;
- explain the context, nature and implications of the concept “community” and the different ways in which communities can be demarcated; the contextual issues that influence the way in which community work services are rendered; the core theories, perspectives and models on which community work is based; the tasks involved in every step of the community work process and how they should be completed; the different roles of a practitioner and the different techniques that they could employ in practice; and the nature of the community education model and when it would be appropriate to use it as their point of departure in service delivery;
- reproduce and explain the definitions of a practice model, community work and community development; and formulate and explain the implications of their own definitions of the concepts “community work” and “community development”;
- distinguish between the purpose, goals and objectives of community work;
- link the types of impediments that communities experience with the types of community work programmes and projects that could be best used to address them;
- analyse the ethical principles of social work in general and community work in particular;
- analyse a community situation as represented in a scenario in order to identify a target community’s impediments and the strengths/mechanisms that could be used/mobilised in order to address them;
- cooperate in teams consisting of fellow students;
- create a community education centred project that would effectively and efficiently address the impediment(s) that were identified in the scenario;
- compile a practice model related project planning report that complies with the set requirements;
- explain how community education related techniques, tools/ aids and processes will be utilised during the implementation of the plan;
- effectively communicate the plan by means of a public presentation.

Method of delivery: Full-time

Module code: BSWI221	Semester 2	NQF level: 6, Credits: 8
TITLE: SOCIAL GROUP WORK: THEORY AND PRACTICE A		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • understand group work as a holistic system and as a method in social work; • differentiate between different types of social-work groups; • understand and practise the social group-work process as well as the role of a social worker in each of the stages; • write social group-work reports. 		

Assessment criteria:

Students have mastered the outcomes if they are able to:

- interpret social group-work dynamics and social work as a holistic system;
- identify values and principles in social group work, and also demonstrate how these values and principles are applied in practice;
- identify the different tasks of the social worker in the planning of a social group-work project;
- show insight into and knowledge of the horizontal and vertical social group-work process;
- prepare and present information systematically when writing a social group-work proposal as well as a process report.

Method of delivery: Full-time

Module code: BSWI222

Semester 2

NQF level: 6, Credits: 8

TITLE: CHILDCARE LEGISLATION AND ASSOCIATED SOCIAL-WORK SERVICES

Module outcomes:

After completion of the module, the student will:

- demonstrate detailed knowledge and understanding regarding childcare legislation as well as knowledge and skills relating to the interventions associated with the protection of children and the application of specific childcare legislation;
- evaluate and report on the functioning of a welfare organisation focused on child-centred service delivery;
- demonstrate understanding of ethical implications during interventions with children in need of care and protection.

Assessment criteria:

The student will prove that they have attained the outcomes of the Childcare legislation and associated social-work services (8 credits) module when they can:

- analyse the factors indicating children in need of care and protection and apply the relevant legislation pertaining to them and discuss the factors underlying child neglect and abuse;
- discuss and apply the interventions needed where children are in need of care and protection;
- evaluate the functioning of a welfare organisation focused on child-centred service delivery in writing;
- identify the needs of children who are institutionalised;
- explain the nature, activities and modus operandi of the institution;
- correctly complete relevant forms relating to statutory interventions;
- reflect on and analyse the ethical basis and reasoning upon which decisions based made when working with children in need of care and protection;
- practice skills associated with statutory interventions, including statutory report writing, and present associated skills, knowledge and problem-solving abilities in a practice situation.

Method of delivery: Full-time

Module code: BSWI311	Semester 1	NQF level: 7, Credits: 8
TITLE: SOCIAL WORK WITH CHILDREN		
<p>Module outcomes: After completion of the module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate integrated knowledge on and understanding of establishing the therapeutic relationship with a child; • understanding of the different play-material in facilitation of the intervention process in service delivery to a child; • demonstrate the ability to apply the procedures needed in intervention with children; • demonstrate the ability to apply problem-solving skills in social work with children and evaluate the outcome thereof; • demonstrate an ability to indicate the ethical considerations involved when working with children and to demonstrate how these can have an effect on services to children; • demonstrate the ability to process applicable information; their ability to evaluate personal attributes according to professional requirements when working with children; • Evaluate and address the learning needs regarding working with children and manage the process of providing therapy to children. 		
<p>Assessment criteria: Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • distinguish between the different goals in therapy with children; • distinguish between the elements of the therapeutic relationship needed in child therapy and value the role of each element; • categorise the different stages of the therapeutic process; • analyse the different play techniques in therapy with children; • illustrate procedures in service delivery to children and apply these to a case study; • substantiate the attributes of a therapist for children in the problem-solving process; • identify and apply appropriate intervention techniques in the problem-solving process; • specify the suitable play material during the different problem-solving phases in service delivery to children and apply this to a case study; • evaluate the effectiveness of different types of play material according to age groups in the problem-solving process; • specify and incorporate the ethical considerations when planning interventions for children by means of a portfolio; • evaluate the implications of not adhering to the specified ethical considerations in professional practice with children; • compose a presentation to the class according to applicable information regarding play material and present it to the class; • evaluate personal attributes according to what is expected from a child therapist; • identify learning needs and understanding of learning material with respect to therapy with children. 		
Method of delivery: Full-time		

Module code: BSWI312	Semester 1	NQF level: 7, Credits: 12
TITLE: DEVELOPMENT WELFARE POLICY B		
<p>Module outcomes:</p> <p>On completion of the module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate integrated knowledge of the current role and function of the social-work profession, and the policies as well as strategies for poverty alleviation within the South African welfare- and social-work services delivery context; • demonstrate an understanding of methods of enquiry and an ability to apply these methods in an investigation; • demonstrate an ability to identify, analyse, critically reflect on and address poverty-related problems and the material need of people and apply evidence-based solutions and theory-driven arguments; • demonstrate an ability to take decisions and act ethically, accountably and professionally, and the ability to justify those decisions and actions drawing on a human-rights and social-justice perspective; • demonstrate the ability to access, process and manage information in respect of poverty and material-need, and related policy, legislation, programmes and services; • demonstrate an ability to produce and communicate their ideas and opinions in well-formed arguments, using appropriate academic, professional, or occupational discourse; • demonstrate an ability to manage processes in social-work service-delivery contexts, recognising that problem-solving is context- and system- bound, and does not occur in isolation. 		
<p>Assessment criteria:</p> <p>Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • approximate policies and strategies for poverty alleviation and social-work services provision from a developmental, human-rights and social-justice perspective; • justify the critical need for a social-service workforce and social-welfare services in addressing poverty and the material needs of people in South Africa; • assess social security within the South African context as an appropriate means of poverty alleviation; • investigate social security ethically and accountably in order to protect and improve the quality of life of client systems from a social-work and human-rights and social-justice perspective; • evaluate the current role and function of the social-work profession and other social-service practitioners with regard to social security from a developmental social-welfare perspective; • investigate the problem-solving strategies with respect to people in poverty and with material needs within a social-work service-delivery context; • identify and recommend evidence-based solutions to poverty and the material need of people from a social-work service-delivery perspective; • apply appropriate processes of information gathering for social-welfare policy, legislation and programmes regarding the alleviation of poverty and material needs of people; 		
Method of delivery: Full-time		

Module code: BSWI313	Semester 1	NQF level: 7, Credits: 8
TITLE: SOCIAL GROUP WORK: THEORY AND PRACTICE B		
Module outcomes:		
On completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • integrate an understanding of social group work as one of the methods in social work; • argue and evaluate models, theories and approaches in social group work; • identify, facilitate and reflect on appropriate social group-work intervention strategies for various types of social-work groups; • act ethically and professionally within the norms and values of the social group-work process; • evaluate and manage the information with different behaviour among group members; • scientifically evaluate whether the group-work project was successful. 		
Assessment criteria:		
Students have mastered the outcomes if they are able to:		
<ul style="list-style-type: none"> • discuss and demonstrate understanding of social group work as one of the methods in social work; • exhibit understanding with regard to each of the models and theories in social group work; • discuss the value of each of these theories for social group work; • apply the theories for social group work in a three-session-simulation life-skills group with university students; • report diversity issues in social group work; • distinguish between, apply and evaluate the leadership roles and skills of the social worker while applying a three-session-simulation life-skills group with university students; • manage specific roles that group leaders play; • reflect on the needs and problems that group leaders have to handle within the group-work process; • analyse the norms in the group-work process; • apply the vertical approach to handling different ways of behaviour during your life-skills group simulation; • establish specific ways of behaviour as well as specific needs and problems that occur among group members during your life-skills group simulation sessions; • correctly analyse the behaviour of group members during the three-session-simulation life-skills group; • motivate the necessity for evaluation and measurement during group-work intervention; • compile their own evaluation frameworks to be used with their life-skills group simulation. 		
Method of delivery: Full-time		

Module code: BSWI321	Semester 2	NQF level: 7, Credits: 12
TITLE: CASEWORK: THEORY AND PRACTICE B		
Module outcomes:		
On completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate an integrated knowledge on and understanding of the models, techniques and approaches in social casework; 		

- demonstrate an integrated knowledge on and understanding of the eco-systemic assessment of the client and his environment;
- demonstrate the ability to identify and utilise eco-systemic assessments to analyse the complex problems that clients experience;
- demonstrate the ability to apply casework knowledge, insight and skills in practice;
- demonstrate the ability to develop appropriate processes of information gathering from social-casework reports;
- demonstrate the ability to recognise and overcome diversity-related matters in social work.
- demonstrate the ability to communicate effectively regarding case work

Assessment criteria:

Student have mastered the outcomes if they are able to:

- classify, explain and assess the different models, techniques and approaches that can be used in casework;
- compile an eco-systematic/multi-dimensional assessment of the client and his environment;
- apply the appropriate models, relevant techniques and applicable approaches in an intervention process;
- address complex problems by applying the trans-theoretical model of change;
- critically evaluate the sources of information when analysing the various components of a casework report;
- identify and evaluate diversity-related matters;
- devise practical ways in which one can overcome diversity-related matters in social work.

Method of delivery: Full-time

Module code: BSWI322	Semester 2	NQF level: 7, Credits: 12
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TITLE: COMMUNITY WORK: THEORY AND PRACTICE B

Module outcomes:

On completion of the module, the student should be able to:

- demonstrate an integrated knowledge and understanding of the context, nature and application of all five practice models of community work; explain the processes followed in the application of each practice model; and compare and contrast the processes followed in the application of all five practice models;
- demonstrate the ability to research and analyse a community and report on the findings; and critically analyse practice scenarios;
- demonstrate the ability to convert ideas and plans into writing; and utilise specific community work related skills;
- demonstrate the ability to design a practice simulation based community work service delivery programme in which a combination of practice models are utilised.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- explain the nature of the social planning, community development, social marketing and social action practice models of community work, as well as when it would be appropriate to use each as a point of departure in service delivery;
- describe how the social planning, community development, social marketing and social action practice models of community work can be applied in practice;

- analyse complicated community situations as represented in a scenario, and conceptualise the changes that will be required in the particular community;
- successfully undertake a community analysis, critically analyse the results and report on the findings in the form of a community analysis report;
- work cooperatively in teams consisting of fellow students; individually and in groups compile a practice model related community work programme report that complies with set requirements; effectively communicate on and defend an envisaged programme during a public presentation; and effectively communicate on an envisaged programme in an exam;
- design a community work programme that would effectively and efficiently address the impediments that they identified in a scenario;
- prescribe how community work techniques, tools/aids and processes should be utilised during the implementation of the newly designed programme.

Method of delivery: Full-time

Module code: BSWI411	Semester 1	NQF level: 8, Credits: 12
TITLE: SOCIAL WORK WITH FAMILIES		
Module outcomes:		
On completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • integrate knowledge of the concept “family” and engage with an understanding of and evaluate the different theories; • demonstrate an ability to identify and address family-related ethical issues based on professional values and ethical standards; • demonstrate an ability to critically analyse the White Paper on Families and evaluate its implications; • demonstrate an ability to critically analyse and assess the outcomes in family therapy and support their interpretations with appropriate evidence; • demonstrate an ability to design and implement a strategy for social policies and legislation and how they have an impact on social issues and integrate them ethically; • demonstrate the skills that would be required to operate effectively as a mediator within the specific system and to compile a parenting plan. 		
Assessment criteria:		
Students have mastered the outcomes if they are able to:		
<ul style="list-style-type: none"> • explain the concept “family” and evaluate the theories and processes that play a role in the formation and functioning of these systems; • apply professional values and ethical standards in services to families; • explain the content, as well as implications that the White Paper on Families has for families in general and social work in particular; • assess and apply appropriate evidence-based interventions when working with families; • apply social policies and legislation in a responsible and appropriate way when working with families; • successfully fulfil the role of mediator and be able to compile parenting plans. 		
Method of delivery: Full-time		

Module code: BSWI471	Semester 1 & 2	NQF level: 8, Credits: 24
TITLE: SOCIAL-WORK RESEARCH: THEORY AND PRACTICE		
<p>Module outcomes:</p> <p>On completion of the module, the student should be able to:</p> <ul style="list-style-type: none"> • understand the context and ethical aspects of social-work research; • comprehend the research process, including the pilot study, sampling, the research design, models and procedures; • distinguish between the different types of research reports; • carry out the method of work of the social-work researcher; • design and implement a research proposal; • apply, analyse and interpret various forms of data; • evaluate and apply applicable literature in context with empirical data and integrate them; • conceptualise and generate a research report; • operate effectively within a system by introducing a research project to a context, facilitating its implementation and managing the implementation on the basis of an understanding of the roles and relationships between elements within the system; • understand the nature of study guidance and the utilisation of study guidance. 		
<p>Assessment criteria:</p> <p>Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • discriminate between different research methods, processes, designs and techniques in three different research-project examples and explain why these examples are of a certain category; • demonstrate understanding of knowledge by selecting and applying an appropriate method, approach, design and technique to a given research problem; • assess a research problem in a practice context; • reflect upon the research problem; • adjust theories, methods, procedures, processes or techniques to the requirements of the new, unfamiliar problem situation; • apply cognitive skill to match existing theories, procedures, processes and techniques with requirements of the research problem; • address research problems by means of a written research proposal that adheres to the criteria for an effective proposal; • write the ethical requirements of a research project into a research proposal; • compile a literature study on a chosen research problem that adheres to the outcome criteria; • demonstrate understanding of elementary quantitative data-analysis techniques by means of SPSS software; • demonstrate command of elementary qualitative data-analysis techniques by means of manual methods ; • apply acquired analytical skills to analyse actual data collected in a research project; • interpret derived findings and display results graphically in a research report; • prepare a research report that clearly demonstrates research results; • disseminate a research report to participants and organisations. 		
Method of delivery: Full-time		

Module code: BSWP321	Semester 2	NQF level: 7, Credits: 16
TITLE: SOCIAL WORK PRACTICUM A		
Module outcomes:		
On completion of the <u>vacation placement component</u> of the module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate an integrated knowledge on and understanding of the nature of developmental social work and its use in service delivery to selected vulnerable groups; • demonstrate an understanding of the complexities involved in the selection and application/implementation of appropriate procedures, processes/techniques, policies and resources when addressing unfamiliar problems experienced in social-work practice; • demonstrate the ability to identify and use a range of specialised skills in social-work intervention to • analyse and address complex or abstract problems, drawing systematically on the body of knowledge in the field of social work, and apply appropriate methods within the placement organisation as well as the community context within which it functions. 		
On completion of the <u>group work component</u> of the module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate applied knowledge with regard to group work theories, methods and techniques; • demonstrate an understanding of the complexities involved in the selection, application or transferring of group-work procedures, processes or techniques in social-work practice; • demonstrate the ability to use a range of specialised group-work skills to analyse and address complex problems; • demonstrate the ability to apply professional ethical judgement in social-work practice; • demonstrate an ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and demonstrate solutions to problems and issues appropriate to social-work context; • demonstrate an ability to operate effectively within the practical training organisation as well as the community context within which it functions and develop an understanding of the roles and relationships between the elements within the system; • demonstrate the use of resources for group-work intervention; • demonstrate the ability to critically review information gathering, evaluation and management processes in the practical organisation as well as the community context within which it functions in order to develop creative responses to social-work problems and issues. 		
Assessment criteria:		
The student will prove that they have attained the outcomes of the <u>Social work practicum A</u> (16 credits) module when they can:		
Students have mastered the <u>vacation placement's</u> outcomes if they are able to:		
<ul style="list-style-type: none"> • explain the nature and implications of developmental social work; • successfully complete a profile study of the organisation where they spent a work-based vacation placement; • explain the placement organisation's implementation of developmental social-work policies in its use of social-work theories, methods (especially case, group and community work) and techniques, as well as utilisation of resources; 		

- describe and analyse the placement organisation's services to vulnerable groups and its use of procedures, processes/techniques, policies and resources to address unfamiliar problems in the field of social work.

Students have mastered the **social group work** outcomes if they are able to:

- choose, compare and apply a range of specialised skills in administration, case, group and community work to analyse and address complex or abstract problems while drawing systematically on the body of knowledge in the field of social work, and apply appropriate methods within the practical training organisation as well as the community context within which it functions;
- apply and evaluate group work theories, methods and techniques in the specific context of the practical training organisation as well as the community context within which it functions;
- plan, design and apply a group work programme to communicate ideas and opinions;
- evaluate appropriate standard procedures, theories, models, approaches, processes or techniques in social group work;
- apply, analyse and use a range of specialised skills in group work to analyse and address complex or abstract problems while drawing systematically on the body of knowledge in the field of social work within the practical training organisation within which it functions;
- develop academic, professional and occupational reports with specific reference to group work; develop a presentation to address social-work solutions to problems and issues by integrating social-work knowledge and practical experiences;
- implement ethical judgement and act professionally within the norms and values of social group work;
- evaluate and manage group work sessions effectively; critically review information gathering, evaluation and management processes in the practical organisation as well as the community context within which it functions in order to develop creative responses to social-work problems and issues;
- operate effectively within the practical training organisation as well as the community context within which it functions and develop an understanding of the roles and relationships between the elements of group work within the system;
- manage and evaluate the group work process as a method of service delivery to client systems; develop, optimise and take responsibility for own learning needs, track own learning progress and apply, evaluate and reflect on relevant learning strategies, manage all resources to successfully realise all outcomes of this module and demonstrate the ability to successfully integrate these skills in group work practice;
- present individual responsibility for group work intervention with the group members by compiling a portfolio of evidence.

Method of delivery: Full-time

Module code: BSWP471	Semester 1 & 2	NQF level: 8, Credits: 56
TITLE: SOCIAL WORK PRACTICUM B		
Module outcomes:		
On completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate applied knowledge in the area of social work, understand and apply social-work theories, methods, techniques, policies and resources in the specific context of social-work practice; • demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques, policies and resources to unfamiliar problems in the field of social-work practice; • demonstrate an ability to use a range of specialised skills in social-work intervention to analyse and address complex or abstract problems, drawing systematically on the body of knowledge in the field of social work and applying appropriate methods within the practical training organisation as well as the community context within which it functions; • demonstrate an ability to demonstrate professional ethical judgement based on critical reflection on the suitability of the different ethical value systems of the practical training organisation as well as the community context within which it functions; • demonstrate an ability to critically review information gathering, evaluation and management processes in the practical organisation as well as the community context within which it functions in order to develop creative responses to social-work problems and issues; • demonstrate an ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to the social-work context; • demonstrate an ability to operate effectively within the practical training organisation as well as the community context within which it functions and develop an understanding of the roles and relationships between the elements within the system; • demonstrate an ability to apply self-reflective learning strategies to address professional and ongoing learning needs; and take full responsibility for their own. 		
Assessment criteria:		
Students have mastered the outcomes if they are able to:		
<ul style="list-style-type: none"> • apply and evaluate social-work theories, methods and techniques, policies and resources with specific reference to administration, case and community work in the specific context of the practical training organisation as well as the community context within which it functions; • evaluate and apply appropriate standard procedures, processes or techniques, policies and resources to unfamiliar problems in the field of social-work practice; • apply, analyse and use a range of specialised skills in administration, case and community work to analyse and address complex or abstract problems, drawing systematically on the body of knowledge in the field of social work and applying appropriate methods within the practical training organisation as well as the community context within which it functions; • implement professional ethical judgement based on critical reflection on the suitability of different ethical value systems of the practical training organisation as well as the community context within which it functions; • critically review information gathering, evaluation and management processes in the practical organisation as well as the community context within which it functions in order to develop creative responses to administration, case and community-work problems and issues; 		

- develop academic, professional and occupational reports with specific reference to administration, case and community work; develop a presentation to address social-work solutions to problems and issues by integrating social-work knowledge and practical experiences;
- adapt and integrate effectively within the practical training organisation as well as the community context within which it functions; assess, argue and compare the roles and relationships between the elements of administration, case and community work within the system;
- develop, optimise and take responsibility for own learning needs, with the ability to track own learning progress and apply, evaluate and reflect on relevant learning strategies, management of all resources to successfully realise all outcomes of this module and the ability to successfully integrate these skills in social-work practice.

Method of delivery: Full-time

Module code: CHNM211	Semester 1	NQF level: 6, Credits: 30
TITLE: COMMUNITY NURSING SCIENCE		
Module outcomes: After successful completion of this module, the student should be able to		
<ul style="list-style-type: none"> • Demonstrate knowledge of fundamental principle of comprehensive health care. • Demonstrate ability to assess and provide treatment to individuals and communities and communities. • Display the ability to utilise PHC approach in assessing and managing conditions in the community. • Compile and organise a complete and professional practical portfolio. 		
Assessment methods – Formal formative: Peer and self-assessment; Classroom Presentation; and Case-based studies		
Assessment methods – Summative: Assignments; Written Test; Written examination and Portfolio assessment		
Assessment plan: Assessment weights will be indicated in the study guide and on eFundi.		
Method of delivery: Self-directed learning, lecture and blended learning		

Module code: CHNM222	Semester 2	NQF level: 6, Credits: 30
TITLE: COMMUNITY NURSING SCIENCE		
Module outcomes: After successful completion of this module, the student should be able to:		
<ul style="list-style-type: none"> • Demonstrate knowledge of health care of specific groups in the community. • Apply relevant policies and legislation in the care of these groups. • Compile and organise a complete and professional practical portfolio on health care. 		
Assessment methods – Formal formative: Peer and self-assessment; Classroom Presentation; and Case-based studies		
Assessment methods – Summative: Assignments; Written Test; Written examination and Portfolio assessment		
Assessment plan: Assessment weights will be indicated in the study guide and on eFundi.		
Method of delivery: Self-directed learning, lecture and blended learning		

Module code: CHNM311	Semester 1	NQF level: 7, Credits: 18
TITLE: COMMUNITY NURSING SCIENCE		
<p>Module outcomes: After successful completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • Demonstrate the ability to identify emergency and/or disaster situations in the community. • Display assessment skills in any emergency and/or disaster situation. • Demonstrate the ability to participate in the development of a data base on emergency and disaster management. • Apply relevant policies and legislation in the management of the said situation. • Demonstrate the ability to set, monitor and ensure standards in the various nursing care 		
<p>Assessment methods – Formal formative: Peer and self-assessment; Classroom Presentation; and Case-based studies</p> <p>Assessment methods – Summative: Assignments; Written Test; Written examination and Portfolio assessment</p> <p>Assessment plan: Assessment weights will be indicated in the study guide and on eFundi.</p>		
Method of delivery: Self-directed learning, lecture and blended learning		

Module code: CHNM322	Semester 2	NQF level: 7, Credits: 18
TITLE: COMMUNITY HEALTH NURSING III AND PRACTICALS		
<p>Module outcomes: After successful completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • Demonstrate ability to identify, establish and coordinate consultative forums with relevant key role player in the community for health care services. • Display assessment skills of available resources utilization to improve the capacity building of the community. • Participate in development of health projects in collaboration with the relevant role players. • Apply relevant policies and legislation in the management of identified projects. 		
<p>Assessment methods – Formal formative: Peer and self-assessment; Classroom Presentation; and Case-based studies</p> <p>Assessment methods – Summative: Assignments; Written Test; Written examination and Portfolio assessment</p> <p>Assessment plan: Assessment weights will be indicated in the study guide and on eFundi.</p>		
Method of delivery: Self-directed learning, lecture and blended learning		

Module code: CSCB211	Semester 1	NQF level: 6, Credits: 12
TITLE: CONSUMERISM AND INTRODUCTION TO CONSUMER DECISION-MAKING		
<p>Module outcomes: After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> • detailed knowledge and understanding of a) the history and development of consumer sciences as a discipline b) the role of the consumer scientist, c) the consumer and its environment, resources and legislation d) consumer decision-making e) decision-making styles and the role of f) internal and external factors influencing consumer decision-making, 		

<ul style="list-style-type: none"> the ability to gather complex information responsibly and ethically apply to a familiar or unfamiliar decision-making process and communicate findings about the role of different influencing factors during the process individually or as part of a group while taking responsibility for your own and the groups' learning needs and progress.
<p>Assessment criteria: The outcomes have been mastered when the student have:</p> <ul style="list-style-type: none"> understand, describe and evaluate the discipline of consumer sciences, the role of the consumer scientist, consumer decision-making and different decision-making styles within the multidimensional consumer environment; use and apply relevant resources to demonstrate a familiar or unfamiliar decision-making process considering the different influencing factors and communicate the ethical grounded process in a written or oral format individually or in a group; demonstrate the ability to act responsible and to judge own and a groups' performance when comparing different interpretations that relate to consumerism and consumer decision-making in a class situation.
<p>Assessment methods - Formal formative: Written/oral assignments and/or class evaluations and/or formal written tests.</p> <p>Assessment methods – Summative: One formal examination</p> <p>Assessment plan: a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1; -a minimum of 50% is required to pass the module.</p>
<p>Method of delivery: Full-time</p>

Module code: CSCB321	Semester 2	NQF level: 7, Credits: 16
TITLE: CONSUMER DECISION-MAKING: INTERNAL FACTORS		
<p>Module outcomes: After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> an integrated knowledge of principles and complex theories of the influence of internal factors relevant to consumer decision-making; to fully comprehend the complexity and interrelatedness of, and the ability to apply and critically evaluate the principles and theories of the internal factors relevant to consumer decision-making; the ability to gather and analyse a range of information and interpret and communicate findings ethically within a defined and undefined decision-making context; the ability to investigate and solve a consumer-related problem with evidence-based solutions and theory-driven arguments regarding the internal factors relevant to consumer-decision-making. 		
<p>Assessment criteria: The outcomes have been mastered when the student have:</p> <ul style="list-style-type: none"> Use and apply integrated knowledge to critically evaluate and compare principles and theories of internal factors relevant to consumer decision-making addressing an actual consumer decision-making problem and accurately present the findings. 		
<p>Assessment methods - Formal formative: Written/oral assignments and/or class evaluations and/or formal written tests.</p> <p>Assessment methods – Summative: One formal examination</p> <p>Assessment plan:</p>		

a minimum of 40% is required to pass the written evaluation.
 -The module mark is composed of formative and summative assessments in a ratio of 1:1;
 -a minimum of 50% is required to pass the module.

Method of delivery: Full-time

Module code: CSCP271	Semester 1 & 2	NQF level: 6, Credits: 4
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TITLE: CONSUMER PRACTICE (1)

Module outcomes:

After successful completion of this module, the student should demonstrate:

- Forty notional hours of work completed in a prescribed consumer product/services environment and successfully keep record thereof in a portfolio.

Assessment criteria:

The outcomes have been mastered when the student have:

- Completed 40 notional hours of work in a prescribed consumer product/services environment and supply proof thereof by means of a portfolio.

Assessment methods - Formal formative:

Informal class evaluation: weight - 50.

Assessment methods – Summative:

Portfolio: weight – 50.

Method of delivery: Full-time

Module code: CSCP371	Semester 1 & 2	NQF level: 7, Credits: 4
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TITLE: CONSUMER PRACTICE (2)

Module outcomes:

After successful completion of this module, the student should demonstrate:

- Forty notional hours of work completed in a prescribed consumer product/services environment and successfully keep record thereof in a portfolio.

Assessment criteria:

The outcomes have been mastered when the student have:

- Completed 40 notional hours of work in a prescribed consumer product/services environment and supply proof thereof by means of a portfolio.

Assessment methods - Formal formative:

Informal class evaluation: weight - 50.

Assessment methods – Summative:

Portfolio: weight – 50.

Method of delivery: Full-time

Module code: CSFB471	Semester 1 & 2	NQF level: 8, Credits: 16
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TITLE: CONSUMER FOOD DECISION-MAKING: EXTERNAL FACTORS

Module outcomes:

After successful completion of this module, the student should demonstrate:

- an integrated knowledge and engagement of a) principles and complex theories of the influence of external factors relevant to consumer decision-making b) the relationships and interrelatedness between the external as well as internal factors and the decision-making process;

<ul style="list-style-type: none"> to interrogate multiple familiar and unfamiliar sources and to apply, critically evaluate and generate innovative solutions regarding the external factors of decision-making and communicate the findings ethically and professionally in a verbal and written format to a range of audiences individually and as part of a group.
<p>Assessment criteria: The outcomes have been mastered when the student have:</p> <ul style="list-style-type: none"> Use and apply integrated knowledge from multiple sources to critically evaluate and compare principles and complex theories of external as well as internal factors relevant to consumer decision-making; Address an actual consumer decision-making problem concerning external factors and accurately communicate creative insights and solutions to a range of audiences.
<p>Assessment methods - Formal formative: Written/oral assignments and/or class evaluations and/or formal written tests.</p> <p>Assessment methods – Summative: One formal examination</p> <p>Assessment plan: a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1; -a minimum of 50% is required to pass the module.</p>
<p>Method of delivery: Full-time</p>

Module code: CSFD111	Semester 1	NQF level: 5, Credits: 12
TITLE: FOOD COMPONENTS AND PROCESSES		
<p>Module outcomes: After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> knowledge and informed understanding of a) the role and use of food in the broad food industry, b) basic food composition, c) principles of food planning, preparation and processing; ability to demonstrate and apply appropriate actions and problem solving skills in class regarding correct methods and procedures and their interrelatedness within new and familiar contexts of food planning, preparation and processing; effective functioning in a team by solving a defined problem in a food-related context, that should be investigated within given theoretical research introducing meaningful conclusions and recommendations; as well as the ability to communicate the findings in writing and verbally to appropriate consumer audiences; 		
<p>Assessment criteria: The outcomes have been mastered when the student have:</p> <ul style="list-style-type: none"> the knowledge of different food components to effectively plan, prepare and process foods to solve a problem in a food-related context individually or as part of a team project through effective written, visual or verbal communication. 		
<p>Assessment methods - Formal formative: Written/oral/practical assignments and/or class evaluations and/or formal written tests.</p> <p>Assessment methods – Summative: One formal examination</p> <p>Assessment plan: a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1; -a minimum of 50% is required to pass the module.</p>		
Method of delivery: Full-time		

Module code: CSFD121	Semester 2	NQF level: 5, Credits: 12
TITLE: FOOD GROUPS AND SYSTEMS: PLANT		
<p>Module outcomes:</p> <p>After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> • knowledge and understanding of a) basic plant food groups and –systems and all relevant and applied classifications, composition and structure, and b) the changes that occur during the processing and preparation thereof; • the ability to contribute as a member of the group to the solution of a defined problem relevant to plant food groups and –systems by correctly applying basic methods and procedures, and communicate accurately the groups’ findings in written and verbal format through applicable media; • the ability to gather information independently from various resources, verify the applicability of the information and evaluate the findings and provide an ethical grounded solution for a problem in a food-related context. 		
<p>Assessment criteria:</p> <p>The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> • use and apply knowledge of the classification, composition and structures of basic plant food groups and –systems, as well as the changes that occur during processing and preparation, to solve a problem in a food-related context individually or as part of a group. 		
<p>Assessment methods - Formal formative:</p> <p>Written/oral/practical assignments and/or class evaluations and/or formal written tests.</p> <p>Assessment methods – Summative:</p> <p>One formal examination</p> <p>Assessment plan:</p> <p>a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1; -a minimum of 50% is required to pass the module.</p>		
Method of delivery: Full-time		

Module code: CSFD211	Semester 1	NQF level: 6, Credits: 16
TITLE: FOOD GROUPS AND SYSTEMS: ANIMAL		
<p>Module outcomes:</p> <p>After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> • detailed knowledge and application of a) animal food groups and –systems and all relevant and interrelated classifications, composition and structure, and b) the changes that occur during the processing and preparation thereof; • the ability to gather complex food system information from various resources, analyse, synthesise and evaluate information independently and communicate it in an ethical, reliable and professional manner in an appropriate format through applicable media; • the ability to provide a grounded solution for a problem in a food-related context relevant to animal food groups and –systems by correctly applying methods and procedures as an individual and in a group and take responsibility for your own and the groups’ learning needs and progress. 		
<p>Assessment criteria:</p> <p>The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> • use and apply detailed knowledge of the classification, composition and structures of animal groups and –systems and all relevant and interrelated classifications as well as the changes that occur during processing and preparation; 		

<ul style="list-style-type: none"> to solve a problem in a familiar or unfamiliar food-related context individually or as part of a group and demonstrate the ability to act responsibly and to judge own and a groups' performance; gather complex information from various resources regarding animal food groups and systems, comparing and justifying the information and communicate the findings effectively in a written or oral format to provide an ethical grounded solution for a problem in a food related context.
<p>Assessment methods - Formal formative: Written/oral/practical assignments and/or class evaluations and/or formal written tests.</p> <p>Assessment methods – Summative: One formal examination</p> <p>Assessment plan: a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1; -a minimum of 50% is required to pass the module.</p>
<p>Method of delivery: Full-time</p>

Module code: CSFD311	Semester 2	NQF level: 7, Credits: 12
TITLE: FOOD QUALITY MANAGEMENT		
<p>Module outcomes: After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> an integrated knowledge of a) food quality management b) to fully comprehend the complexity of, and the ability to apply and critically evaluate the principles and theories of food quality systems and standards. the ability to justify and take responsibility for relevant food quality systems and standards and theoretically apply and interpret food specific statutory regulations and standards within ethical norms and standards within a defined and undefined food related context. the ability to manage food quality systems in unfamiliar and variable contexts, and solve a food related problem in a food environment with evidence-based solutions and theory-driven arguments. 		
<p>Assessment criteria: The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> Use and apply integrated knowledge to critically evaluate and compare principles and theories of food quality systems and standards; Interpret processes and results from specific investigations to recommend appropriate and viable actions to solve a complex and unfamiliar problem within in a food safety-related context. 		
<p>Assessment methods - Formal formative: Written/oral/practical assignments and/or class evaluations and/or formal written tests.</p> <p>Assessment methods – Summative: One formal examination</p> <p>Assessment plan: a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1; -a minimum of 50% is required to pass the module.</p>		
<p>Method of delivery: Full-time</p>		

Module code: CSFD312	Semester 1	NQF level: 7, Credits: 12
TITLE: FOOD INNOVATION AND TRENDS		
<p>Module outcomes:</p> <p>After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> • an integrated knowledge of facts, principles and rules relevant to food innovation and trends • to fully comprehend the complexity of, and the ability to apply and critically evaluate the principles and theories of food innovation and trends. • the ability to justify relevant food innovation practices, conduct food trend analysis by using a range of information sources and interpret and communicate findings within ethical norms within a defined and undefined food related context. • the ability to investigate and solve a food related problem with evidence-based solutions and theory-driven arguments. 		
<p>Assessment criteria:</p> <p>The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> • Use and apply integrated knowledge to critically evaluate and compare principles and theories of food innovation and trends; • Interpret and effectively communicate processes and results from food specific investigations regarding innovation and trends. 		
<p>Assessment methods - Formal formative:</p> <p>Written/oral/practical assignments and/or class evaluations and/or formal written tests.</p> <p>Assessment methods – Summative:</p> <p>One formal examination</p> <p>Assessment plan:</p> <p>a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1; -a minimum of 50% is required to pass the module.</p>		
Method of delivery: Full-time		

Module code: CSFD321	Semester 2	NQF level: 7, Credits: 16
TITLE: FOOD PRODUCT DEVELOPMENT		
<p>Module outcomes:</p> <p>After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> • an integrated knowledge of a) food product development process b) to fully comprehend the complexity of, and the ability to apply and critically evaluate the independent but interrelated components of the food product development process; • the ability to apply and integrate previously gained knowledge of food related processes, methods and systems and to justify and take responsibility for own learning actions during the product development process; • the ability to identify and solve a consumer related need through food product development with theory-driven arguments and practical and evidence-based solutions in a written and verbal report. 		
<p>Assessment criteria:</p> <p>The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> • use and apply integrated knowledge and practical skills to create a new food product; • effectively present a new food product verbally accompanied by a detailed written product report solving a consumer-related need. 		
Assessment methods - Formal formative:		

<p>Written/oral/practical assignments and/or class evaluations and/or formal written tests.</p> <p>Assessment methods – Summative: One formal examination</p> <p>Assessment plan: a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1; -a minimum of 50% is required to pass the module.</p> <p>Method of delivery: Full-time</p>

Module code: CSFD323	Semester 2	NQF level: 7, Credits: 12
TITLE: FOOD RETAIL MANAGEMENT		
<p>Module outcomes: After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> • an integrated knowledge of facts, principles and rules relevant to food retail management; • to fully comprehend the complexity of, and the ability to apply and critically evaluate the principles and theories of food retail management, systems and formats; • the ability to conduct and compare retail trend analysis by using a range of information sources and interpret and communicate findings within ethical norms within a defined and undefined food related context; • the ability to investigate and solve a food retail related problem with evidence-based solutions and theory-driven arguments as an individual and in a group. 		
<p>Assessment criteria: The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> • Use and apply integrated knowledge to critically evaluate and compare principles, systems processes of food retail management; • Generate and effectively communicate findings and recommendations to optimise the retail environment to the benefit of a range of role-players within the food supply environment. 		
<p>Assessment methods - Formal formative: Written/oral/practical assignments and/or class evaluations and/or formal written tests.</p> <p>Assessment methods – Summative: One formal examination</p> <p>Assessment plan: a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1; -a minimum of 50% is required to pass the module.</p> <p>Method of delivery: Full-time</p>		

Module code: CSFD471	Semester 1	NQF level: 8, Credits: 48
TITLE: PROJECT: FOOD RESEARCH AND DEVELOPMENT		
<p>Module outcomes: After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> • an integrated knowledge and engagement of a) food product development process and consumer research methods and relationships between elements within systems b) to interrogate multiple familiar and unfamiliar sources and to apply, critically evaluate and generate innovative solutions to consumer-related needs and communicate the 		

findings ethically and professionally in a verbal and written format to a range of audiences individually and as part of a group.

Assessment criteria:

The outcomes have been mastered when the student can:

- Conduct basic research on consumer behaviour and offer an innovative product or solution in a food-related context and communicate the findings ethically and professionally in a research report.

Assessment methods - Formal formative:

Written/oral assignments and/or class evaluations and/or formal written tests

Assessment methods – Summative:

Submission of a mini-dissertation

Assessment plan:

A minimum of 50% is required to pass the module. Mini-dissertation

Method of delivery: Full-time

Module code: CSFD472

Semester 1

NQF level: 8, Credits: 16

TITLE: SENSORY EVALUATION

Module outcomes:

After successful completion of this module, the student should demonstrate:

- an integrated knowledge of a) food sensory evaluation, and b) to fully comprehend the complexity of, and the ability to apply and critically evaluate the principles and theories of food sensory evaluation.
- the ability to justify a range of sensory methods and applications to food specific investigations within ethical norms and standards, applying a relevant range of sensory methods and procedures to address a complex defined and undefined food problem.
- the ability to manage food sensory analysis in unfamiliar and variable contexts, and solve a food related problem in a context- and system-bound environment with evidence-based solutions and theory-driven arguments.

Assessment criteria:

The outcomes have been mastered when the student can:

- Use and apply integrated knowledge to critically evaluate and compare principles and theories of food sensory evaluation
- Conduct sensory evaluation processes during food specific investigations ethically and provide evidence of scientific results and methods chosen to obtain results.

Assessment methods - Formal formative:

Written/oral/practical assignments and/or class evaluations and/or formal written tests

Assessment methods – Summative:

One formal examination

Assessment plan:

a minimum of 40% is required to pass the written evaluation.

-The module mark is composed of formative and summative assessments in a ratio of 1:1;

-a minimum of 50% is required to pass the module.

Method of delivery: Full-time

Module code: CSFP271	Semester 1	NQF level: 6, Credits: 4
TITLE: CONSUMER FOOD PRACTICE (1)		
Module outcomes: After successful completion of this module, the student should demonstrate:		
<ul style="list-style-type: none"> • identify and effectively solve basic food-related problems within a real-life practice setting in an ethical manner; • Forty notional hours of work completed in a prescribed food product/services environment and successfully keep record thereof in a portfolio. 		
Assessment criteria: The outcomes have been mastered when the student can:		
<ul style="list-style-type: none"> • Completed 40 notional hours of work in a prescribed food product/services environment and supply proof thereof by means of a portfolio. • Depending on the product/service environment wherein the student does practical hours, more specific criteria for conduct and evaluation will be determined. 		
Assessment methods - Formal formative: None.		
Assessment methods – Summative: Submission of a portfolio		
Assessment plan: -a minimum of 50% is required to pass the module.		
Method of delivery: Full-time		

Module code: CSFP371	Semester 1	NQF level: 7, Credits: 4
TITLE: CONSUMER FOOD PRACTICE (2)		
Module outcomes: After successful completion of this module, the student should demonstrate:		
<ul style="list-style-type: none"> • Identify and implement different but appropriate methods or procedures to effectively solve complex food-related problems within a real-life practice setting; • Forty notional hours of work completed in a prescribed food product/services environment and successfully keep record thereof in a portfolio. 		
Assessment criteria: The outcomes have been mastered when the student can:		
<ul style="list-style-type: none"> • Completed 40 notional hours of work in a prescribed food product/services environment and supply proof thereof by means of a portfolio. • Depending on the product/service environment wherein the student does practical hours, more specific criteria for conduct and evaluation will be determined. 		
Assessment methods - Formal formative: None.		
Assessment methods – Summative: Submission of a portfolio		
Assessment plan: -a minimum of 50% is required to pass the module.		
Method of delivery: Full-time		

Module code: CSFP471	Semester 1	NQF level: 8, Credits: 8
TITLE: CONSUMER FOOD PRACTICE (3)		
Module outcomes: After successful completion of this module, the student should demonstrate:		
<ul style="list-style-type: none"> Identify, implement and evaluate different but appropriate methods or procedures to effectively solve complex and unfamiliar food-related problems within a real-life practice setting; Forty notional hours of work completed in a prescribed food product/services environment and successfully keep record thereof in a portfolio. 		
Assessment criteria: The outcomes have been mastered when the student can:		
<ul style="list-style-type: none"> Completed 40 notional hours of work in a prescribed food product/services environment and supply proof thereof by means of a portfolio. Depending on the product/service environment wherein the student does practical hours, more specific criteria for conduct and evaluation will be determined. 		
Assessment methods - Formal formative: None		
Assessment methods – Summative: Submission of a portfolio		
Assessment plan: A minimum of 50% is required to pass the module		
Method of delivery: Full-time		

Module code: CSFR471	Semester 1	NQF level: 8, Credits: 16
TITLE: CONSUMER FOOD RESEARCH METHODOLOGY		
Module outcomes: After successful completion of this module, the student should demonstrate:		
<ul style="list-style-type: none"> integrated knowledge, selection and effective application of a variety of relevant qualitative, quantitative and mixed method research methodologies and methods after a critical analysis and evaluation of completed or proposed consumer research, individually or in a group; the ability to identify and address ethical issues in research relevant to the field of consumer sciences through a critical investigation of the way that unknown consumer-related information and data is interpreted and integrated, considering copyright and plagiarism issues; the ability to perform research in an ethically responsible manner in order to develop grounded recommendations regarding a consumer issue and communicate research findings scientifically in writing and verbally to a range of audiences. 		
Assessment criteria: The outcomes have been mastered when the student can:		
<ul style="list-style-type: none"> Interpret, critically evaluate and critique completed or proposed consumer research in order to identify relevant qualitative, quantitative and mixed method research methodologies and methods with insight and ultimately select suitable methodologies and methods and apply them in research practice individually or in a group; select, interpret and integrate unknown consumer related literature and data with judgement and without committing plagiarism and to practically execute a consumer orientated study in an ethically responsible manner to solve research problems in a creative manner and communicate the findings scientifically to a range of audiences. 		

<p>Assessment methods - Formal formative: Written/oral assignments and/or class evaluations and/or formal written tests.</p> <p>Assessment methods – Summative: One formal examination</p> <p>Assessment plan: a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1; -a minimum of 50% is required to pass the module.</p> <p>Method of delivery: Full-time</p>

Module code: CSFT471	Semester 1	NQF level: 8, Credits: 16
TITLE: CONSUMER EDUCATION AND TRAINING: FOOD		
<p>Module outcomes: After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> • an extensive integrated knowledge and engagement of interrelated principles and complex theories of consumer education and training; • to interrogate, apply and critically evaluate multiple familiar and unfamiliar sources to generate innovative solutions regarding consumer needs and effectively communicate by means of education and training in an ethical and professional manner to a range of audiences. 		
<p>Assessment criteria: The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> • Use and apply extensive integrated knowledge from multiple sources to critically evaluate and compare principles and complex theories relevant to consumer education and training; • address an actual consumer need through education and training and effectively communicate creative insights and solutions to a range of audiences. 		
<p>Assessment methods - Formal formative: Written/oral assignments and/or class evaluations and/or formal written tests</p> <p>Assessment methods – Summative: One formal examination</p> <p>Assessment plan: a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1; -a minimum of 50% is required to pass the module</p> <p>Method of delivery: Full-time</p>		

Module code: CSMB471	Semester 1 & 2	NQF level: 8, Credits: 16
TITLE: CONSUMER FASHIOND DECISION-MAKING: EXTERNAL FACTORS		
<p>Module outcomes: After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> • an integrated knowledge and engagement of a) principles and complex theories of the influence of external factors relevant to consumer decision-making b) the relationships and interrelatedness between the external as well as internal factors and the decision-making process; • to interrogate multiple familiar and unfamiliar sources and to apply, critically evaluate and generate innovative solutions regarding the external factors of decision-making 		

and communicate the findings ethically and professionally in a verbal and written format to a range of audiences individually and as part of a group.

Assessment criteria:

The outcomes have been mastered when the student have:

- Use and apply integrated knowledge from multiple sources to critically evaluate and compare principles and complex theories of external as well as internal factors relevant to consumer decision-making;
- Address an actual consumer decision-making problem concerning external factors and accurately communicate creative insights and solutions to a range of audiences.

Assessment methods - Formal formative:

Written/oral assignments and/or class evaluations and/or formal written tests.

Assessment methods – Summative:

One formal examination

Assessment plan:

a minimum of 40% is required to pass the written evaluation.

-The module mark is composed of formative and summative assessments in a ratio of 1:1;

-a minimum of 50% is required to pass the module.

Method of delivery: Full-time

Module code: CSMD121

Semester 2

NQF level: 5, **Credits:** 12

TITLE: THE WORLD OF FASHION

Module outcomes:

After successful completion of this module, the student should demonstrate:

- Knowledge and understanding of a) the history and development of fashion as a discipline and b) the fashion environment and resources;
- The ability to gather information independently and contribute as a member of the group to the solution of a defined problem relevant to the consumer by correctly applying knowledge of fashion related aspects in the context of consumer fashion goods/services, and communicate the groups' findings accurately and ethically in written and verbal format through applicable media

Assessment criteria:

The outcomes have been mastered when the student have:

- Identify, understand and describe the history and development of fashion as a discipline and the fashion environment and resources.
- use and apply the relevant resources to gather applicable information in a consumer fashion goods/services context individually or as part of a group and communicate the findings in a written or oral format to provide an ethical grounded solution

Assessment methods - Formal formative:

Written/oral assignments and/or class evaluations and/or formal written tests.

Assessment methods – Summative:

One formal examination

Assessment plan:

a minimum of 40% is required to pass the written evaluation.

-The module mark is composed of formative and summative assessments in a ratio of 1:1;

-a minimum of 50% is required to pass the module.

Method of delivery: Full-time

Module code: CSMD211	Semester 1	NQF level: 6, Credits: 16
TITLE: FASHION PRODUCT SELECTION		
Module outcomes:		
After successful completion of this module, the student should demonstrate:		
<ul style="list-style-type: none"> Detailed knowledge and application of various fashion products within the process of fashion product selection and all relevant and interrelated classifications and composition; the ability to gather complex fashion product information from various resources, analyse, synthesise and evaluate information independently and communicate it in an ethical, reliable and professional manner in an appropriate format through applicable media. the ability to provide a grounded solution for a problem in a familiar and unfamiliar fashion-related context by correctly applying methods and procedures as an individual and in a group and take responsibility for your own and the groups' learning needs and progress. 		
Assessment criteria:		
The outcomes have been mastered when the student have:		
<ul style="list-style-type: none"> use and apply detailed knowledge of the classification, composition of fashion products and the selection thereof within the relevant product category; to analyse and solve a problem in a fashion context individually or as part of a group and demonstrate the ability to act responsible and to judge own and a groups' performance; gather complex information from various resources regarding various fashion products, comparing and justifying the information and communicate the findings effectively in a written or oral format to provide an ethical grounded solution for a problem. 		
Assessment methods - Formal formative:		
Written/oral assignments and/or class evaluations and/or formal written tests.		
Assessment methods – Summative:		
One formal examination		
Assessment plan:		
a minimum of 40% is required to pass the written evaluation.		
-The module mark is composed of formative and summative assessments in a ratio of 1:1;		
-a minimum of 50% is required to pass the module.		
Method of delivery: Full-time		

Module code: CSMD221	Semester 2	NQF level: 6, Credits: 16
TITLE: THE FASHION CONSUMER		
Module outcomes:		
After successful completion of this module, the student should demonstrate:		
<ul style="list-style-type: none"> detailed knowledge and application of interrelated internal factors influencing the fashion consumer; the ability to gather complex fashion consumer related information from various resources, analyse, synthesise and evaluate information independently and communicate it in an ethical, reliable and professional manner in an appropriate format through applicable media. the ability to provide a grounded solution for a problem in a fashion consumer related context relevant to the fashion industry by correctly applying and assessing this information individually and in a group and take responsibility for your own and the groups' learning needs and progress. 		

<p>Assessment criteria:</p> <p>The outcomes have been mastered when the student have:</p> <ul style="list-style-type: none"> • use and apply detailed knowledge of the application of the fashion consumer and all relevant and interrelated internal influences; • to solve a problem in a familiar or unfamiliar fashion consumer-related context individually or as part of a group and demonstrate the ability to act responsible and to judge own and a groups' performance; • gather complex information from various resources regarding the fashion consumer, comparing and justifying the information and communicate the findings effectively in a written or oral format to provide an ethical grounded solution for a problem in a fashion related context.
<p>Assessment methods - Formal formative: Written/oral assignments and/or class evaluations and/or formal written tests.</p> <p>Assessment methods – Summative: One formal examination</p> <p>Assessment plan: a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1; -a minimum of 50% is required to pass the module.</p>
<p>Method of delivery: Full-time</p>

Module code: CSMD311	Semester 1	NQF level: 7, Credits: 16
TITLE: FASHION MERCHANDISING		
<p>Module outcomes:</p> <p>After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> • an integrated knowledge of facts, principles and rules relevant to fashion merchandising; • to fully comprehend the complexity of, and the ability to apply and critically evaluate the principles and theories of fashion merchandising; • the ability to conduct, analyse, model and critique fashion merchandising trends by using a range of information sources and interpret and communicate findings within ethical norms within a defined and undefined fashion related context; • the ability to investigate and solve a fashion related problem within the retail environment with evidence-based solutions and theory-driven arguments as an individual and in a group. 		
<p>Assessment criteria:</p> <p>The outcomes have been mastered when the student have:</p> <ul style="list-style-type: none"> • Use and apply integrated knowledge to critically evaluate and compare principles and theories of fashion merchandising; • Generate, effectively communicate and critique own and others recommendations to optimise the retail environment to the benefit of a range of role-players within the fashion retail environment. 		
<p>Assessment methods - Formal formative: Written/oral assignments and/or class evaluations and/or formal written tests.</p> <p>Assessment methods – Summative: One formal examination</p> <p>Assessment plan: a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1;</p>		

-a minimum of 50% is required to pass the module.
Method of delivery: Full-time

Module code: CSMD322	Semester 2	NQF level: 7, Credits: 16
TITLE: FASHION TEXTILES		
Module outcomes: After successful completion of this module, the student should demonstrate:		
<ul style="list-style-type: none"> • an integrated knowledge of facts, principles, characteristics, processes and their interrelatedness involved in the manufacturing and usage of textiles; • to fully comprehend the complexity of, and the ability to apply and critically evaluate the principles, characteristics and processes of fashion textiles; • the ability to critically analyse and compare a variety of fashion textile characteristics and processes by using a range of information sources and interpret and communicate findings within ethical norms within a defined and undefined fashion related context; • the ability to investigate and solve a fashion retail related problem as an individual and in a group and compare and critique one's own and others' evidence-based solutions and theory-driven arguments. 		
Assessment criteria: The outcomes have been mastered when the student have:		
<ul style="list-style-type: none"> • Use and apply integrated knowledge to critically evaluate and compare principles, characteristics and processes involved in the manufacturing and usage of fashion textiles; • Critically reflect and communicate findings and recommendations regarding textiles to solve problems within the fashion environment individually or in a group 		
Assessment methods - Formal formative: Written/oral assignments and/or class evaluations and/or formal written tests.		
Assessment methods – Summative: One formal examination		
Assessment plan: a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1; -a minimum of 50% is required to pass the module.		
Method of delivery: Full-time		

Module code: CSMD471	Semester 1 & 2	NQF level: 8, Credits: 48
TITLE: PROJECT: FASHION RESEARCH		
Module outcomes: After successful completion of this module, the student should demonstrate:		
<ul style="list-style-type: none"> • an extensive integrated knowledge and engagement of a) fashion related process and consumer research methods and their interrelatedness b) to interrogate multiple familiar and unfamiliar sources and to apply, critically evaluate and generate innovative solutions to consumer-related fashion needs and communicate the findings ethically and professionally in a verbal and written format to a range of audiences individually and as part of a group. 		
Assessment criteria: The outcomes have been mastered when the student have:		

- Conduct basic research on consumer behaviour and offer an innovative product or solution in a fashion-related context and communicate the findings ethically and professionally in a research report.

Assessment methods - Formal formative:

Written/oral/practical assignments and/or class evaluations and/or formal written tests.

Assessment methods – Summative:

Submission of a mini-dissertation

Assessment plan:

a minimum of 50% is required to pass the module. Mini-dissertation

Method of delivery: Full-time

Module code: CSMD472	Semester 1 & 2	NQF level: 8, Credits: 16
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TITLE: FASHION RETAIL MANAGEMENT

Module outcomes:

After successful completion of this module, the student should demonstrate:

- an integrated knowledge of facts, principles and systems relevant to fashion retail management;
- to fully comprehend the complexity of, and the ability to apply and critically evaluate the principles, theories, processes and systems of fashion retail management and buying;
- the ability to critically analyse and compare a variety of fashion retail environments, processes and systems by using a range of information sources and interpret and communicate findings within ethical norms within a defined and undefined fashion related context;
- the ability to investigate and solve a complex and unfamiliar fashion retail related problem with evidence-based solutions and theory-driven arguments as an individual and in a group

Assessment criteria:

The outcomes have been mastered when the student have:

- Use and apply integrated knowledge to critically evaluate and compare principles, theories, systems and processes of fashion retail management;
- Critically reflect and communicate findings and recommendations to solve complex and unfamiliar problems within the fashion environment to the benefit of a range of related role-players

Assessment methods - Formal formative:

Written/oral assignments and/or class evaluations and/or formal written tests.

Assessment methods – Summative:

One formal examination

Assessment plan:

a minimum of 40% is required to pass the written evaluation.

-The module mark is composed of formative and summative assessments in a ratio of 1:1;

-a minimum of 50% is required to pass the module.

Method of delivery: Full-time

Module code: CSMD472	Semester 1 & 2	NQF level: 8, Credits: 16
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TITLE: FASHION RETAIL MANAGEMENT

Module outcomes:

After successful completion of this module, the student should demonstrate:

- an integrated knowledge of facts, principles and systems relevant to fashion retail management;
- to fully comprehend the complexity of, and the ability to apply and critically evaluate the principles, theories, processes and systems of fashion retail management and buying;
- the ability to critically analyse and compare a variety of fashion retail environments, processes and systems by using a range of information sources and interpret and communicate findings within ethical norms within a defined and undefined fashion related context;
- the ability to investigate and solve a complex and unfamiliar fashion retail related problem with evidence-based solutions and theory-driven arguments as an individual and in a group

Assessment criteria:
The outcomes have been mastered when the student have:

- Use and apply integrated knowledge to critically evaluate and compare principles, theories, systems and processes of fashion retail management;
- Critically reflect and communicate findings and recommendations to solve complex and unfamiliar problems within the fashion environment to the benefit of a range of related role-players

Assessment methods - Formal formative:
Written/oral assignments and/or class evaluations and/or formal written tests.

Assessment methods – Summative:
One formal examination

Assessment plan:
a minimum of 40% is required to pass the written evaluation.
-The module mark is composed of formative and summative assessments in a ratio of 1:1;
-a minimum of 50% is required to pass the module.

Method of delivery: Full-time

Module code: CSMP111	Semester 1	NQF level: 5, Credits: 12
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TITLE: INTRODUCTION TO BASIC FASHION PRODUCT DEVELOPMENT

Module outcomes:
After successful completion of this module, the student should demonstrate:

- Demonstrate an ability to select and apply appropriate methods and equipment for introductory pattern construction in order to apply these techniques in the world of fashion;
- Provide an understanding of basic knowledge of the key terms, principles and rules of fashion product construction, in order to apply these techniques in different aspects of fashion retail management and marketing;
- Apply knowledge and skills in the planning and execution of basic fashion products in terms of design and the construction thereof; and
- Show an understanding of the relationship between the different processes of a fashion product in terms of the product quality and function.

Assessment criteria:
The outcomes have been mastered when the student have:

- provide evidence of the designing and construction of a fashion product adhering to high quality standards and requirements within the specific context
- explain and discuss shortcomings in the production process that had and influence on the quality of the product

<p>Assessment methods - Formal formative: Written/oral/practical assignments and/or class evaluations and/or formal written tests.</p> <p>Assessment methods – Summative: One formal examination</p> <p>Assessment plan: a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1; -a minimum of 50% is required to pass the module.</p> <p>Method of delivery: Full-time</p>

Module code: CSMP211	Semester 1	NQF level: 6, Credits: 12
TITLE: INTERMEDIATE FASHION PRODUCT SKILLS		
<p>Module outcomes: After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> • Demonstrate an ability to evaluate, select and apply appropriate methods and equipment for intermediate pattern product construction in order to apply these techniques in the world of fashion; • Provide an understanding of detail knowledge of the key terms, principles and rules of fashion product construction, in order to apply these techniques in different aspects of fashion retail management and marketing; • Apply these knowledge and skills in the planning, execution and evaluation of fashion products in terms of drawing, design and the construction thereof; and • Show an understanding of the relationship between the different processes of a fashion product in terms of the product quality and function, and to pro-actively in assuring a quality end product. 		
<p>Assessment criteria: The outcomes have been mastered when the student have:</p> <ul style="list-style-type: none"> • provide evidence of the designing and construction of a fashion product adhering to high quality standards and requirements within the specific context • explain and discuss shortcomings in the production process that had and influence on the quality of the product 		
<p>Assessment methods - Formal formative: Written/oral/practical assignments and/or class evaluations and/or formal written tests.</p> <p>Assessment methods – Summative: One formal examination</p> <p>Assessment plan: a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1; -a minimum of 50% is required to pass the module.</p> <p>Method of delivery: Full-time</p>		

Module code: CSMP271	Semester 1 & 2	NQF level: 6, Credits: 4
TITLE: CONSUMER FASHION PRACTICE (1)		
<p>Module outcomes: After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> • Identify and effectively solve basic fashion-related problems within a real-life practice setting in an ethical manner; 		

<ul style="list-style-type: none"> Forty notional hours of work completed in a prescribed fashion product/services environment and successfully keep record thereof in a portfolio.
<p>Assessment criteria: The outcomes have been mastered when the student have:</p> <ul style="list-style-type: none"> Completed 40 notional hours of work in a prescribed fashion product/services environment and supply proof thereof by means of a portfolio. Depending on the product/service environment wherein the student does practical hours, more specific criteria for conduct and evaluation will be determined.
<p>Assessment methods – Summative: Submission of a portfolio</p>
<p>Method of delivery: Full-time</p>

Module code: CSMP311	Semester 1	NQF level: 7, Credits: 12
TITLE: ADVANCED FASHION PRODUCT SKILLS (1)		
<p>Module outcomes: After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> Demonstrate an ability to evaluate, select and apply appropriate methods and equipment for advanced pattern product construction in order to apply these techniques in the world of fashion; Provide an understanding of integrated knowledge of the key terms, principles and rules of fashion product construction, in order to apply these techniques in different aspects of fashion retail management and marketing; Apply advanced knowledge and skills in the planning, execution and evaluation of fashion products in terms of drawing, design and the construction thereof; and Show an understanding of the relationship between the different processes of a fashion product in terms of the product quality and function, and to pro-actively in assuring a quality end product. 		
<p>Assessment criteria: The outcomes have been mastered when the student have:</p> <ul style="list-style-type: none"> provide evidence of the designing and construction of a fashion product through application of advanced techniques adhering to high quality standards and requirements within the specific context explain and discuss shortcomings in the production process that had and influence on the quality of the product 		
<p>Assessment methods - Formal formative: Written/oral/practical assignments and/or class evaluations and/or formal written tests.</p> <p>Assessment methods – Summative: One formal examination</p> <p>Assessment plan: a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1; -a minimum of 50% is required to pass the module.</p>		
Method of delivery: Full-time		

Module code: CSMP321	Semester 2	NQF level: 7, Credits: 12
TITLE: ADVANCED FASHION PRODUCT SKILLS (2)		
<p>Module outcomes: After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> • Demonstrate integrated knowledge of the functioning of a production line in the manufacturing of a fashion product; • Demonstrate the ability to effectively function in a team by understanding and applying the different role players in the fashion production line; • Take responsibility for own learning and contribution and the team's functioning in a production team; • Critically reflect on the factors influencing the functioning of the production process and quality product; and • Make creative and realistic recommendations on the improvement of the production line processes. 		
<p>Assessment criteria: The outcomes have been mastered when the student have:</p> <ul style="list-style-type: none"> • Plan and execute a production line for a specific fashion product; • Provide a comprehensive report on the functioning of a production line, the role players and quality assurance process; and • Provide creative and realistic recommendations on the improvement of the production line processes in the form of a report. 		
<p>Assessment methods - Formal formative: Written/oral/practical assignments and/or class evaluations and/or formal written tests.</p> <p>Assessment methods – Summative: One formal examination</p> <p>Assessment plan: a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1; -a minimum of 50% is required to pass the module.</p>		
Method of delivery: Full-time		

Module code: CSMP371	Semester 1 & 2	NQF level: 7, Credits: 4
TITLE: CONSUMER FASHION PRACTICE (2)		
<p>Module outcomes: After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> • Identify and implement different but appropriate methods or procedures to effectively solve complex fashion-related problems within a real-life practice setting; • Forty notional hours of work completed in a prescribed fashion product/services environment and successfully keep record thereof in a portfolio. 		
<p>Assessment criteria: The outcomes have been mastered when the student have:</p> <ul style="list-style-type: none"> • Completed 40 notional hours of work in a prescribed fashion product/services environment and supply proof thereof by means of a portfolio. • Depending on the product/service environment wherein the student does practical hours, more specific criteria for conduct and evaluation will be determined. 		
Method of delivery: Full-time		

Module code: CSMP471	Semester 1 & 2	NQF level: 8, Credits: 4
TITLE: CONSUMER FASHION PRACTICE (3)		
Module outcomes:		
After successful completion of this module, the student should demonstrate:		
<ul style="list-style-type: none"> Identify, implement and evaluate different but appropriate methods or procedures to effectively solve complex and unfamiliar fashion-related problems within a real-life practice setting; Forty notional hours of work completed in a prescribed fashion product/services environment and successfully keep record thereof in a portfolio. 		
Assessment criteria:		
The outcomes have been mastered when the student have:		
<ul style="list-style-type: none"> Completed 40 notional hours of work in a prescribed fashion product/services environment and supply proof thereof by means of a portfolio. Depending on the product/service environment wherein the student does practical hours, more specific criteria for conduct and evaluation will be determined. 		
Assessment methods – Summative:		
Submission of a portfolio		
Method of delivery: Full-time		

Module code: CSMR471	Semester 1 & 2	NQF level: 8, Credits: 16
TITLE: CONSUMER FASHION RESEARCH METHODOLOGY		
Module outcomes:		
After successful completion of this module, the student should demonstrate:		
<ul style="list-style-type: none"> integrated knowledge, selection and effective application of a variety of relevant qualitative, quantitative and mixed method research methodologies and methods after a critical analysis and evaluation of completed or proposed consumer research, individually or in a group; the ability to identify and address ethical issues in research relevant to the field of consumer sciences through a critical investigation of the way that unknown consumer-related information and data is interpreted and integrated, considering copyright and plagiarism issues; the ability to perform research in an ethically responsible manner in order to develop grounded recommendations regarding a consumer issue and communicate research findings scientifically in writing and verbally to a range of audiences. 		
Assessment criteria:		
The outcomes have been mastered when the student have:		
<ul style="list-style-type: none"> Interpret, critically evaluate and critique completed or proposed consumer research in order to identify relevant qualitative, quantitative and mixed method research methodologies and methods with insight and ultimately select suitable methodologies and methods and apply them in research practice individually or in a group; select, interpret and integrate unknown consumer related literature and data with judgement and without committing plagiarism and to practically execute a consumer orientated study in an ethically responsible manner to solve research problems in a creative manner and communicate the findings scientifically to a range of audiences. 		
Assessment methods - Formal formative:		
Written/oral assignments and/or class evaluations and/or formal written tests.		
Assessment methods – Summative:		
One formal examination		

<p>Assessment plan: a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1; -a minimum of 50% is required to pass the module.</p>
<p>Method of delivery: Full-time</p>

Module code: CSMT471	Semester 1 & 2	NQF level: 8, Credits: 16
TITLE: CONSUMER EDUCATION AND TRAINING: FASHION		
<p>Module outcomes: After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> • an extensive integrated knowledge and engagement of interrelated principles and complex theories of consumer education and training; • to interrogate, apply and critically evaluate multiple familiar and unfamiliar sources to generate innovative solutions regarding consumer needs and effectively communicate by means of education and training in an ethical and professional manner to a range of audiences. 		
<p>Assessment criteria: The outcomes have been mastered when the student have:</p> <ul style="list-style-type: none"> • Use and apply extensive integrated knowledge from multiple sources to critically evaluate and compare principles and complex theories relevant to consumer education and training; • address an actual consumer need through education and training and effectively communicate creative insights and solutions to a range of audiences. 		
<p>Assessment methods - Formal formative: Written/oral/practical assignments and/or class evaluations and/or formal written tests.</p> <p>Assessment methods – Summative: One formal examination</p> <p>Assessment plan: a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1; -a minimum of 50% is required to pass the module.</p>		
Method of delivery: Full-time		

Module code: CSOS111	Semester 1	NQF level: 5, Credits: 8
TITLE: DESIGN STUDIES		
<p>Module outcomes: After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> • knowledge and understanding of design elements and principles and their interrelatedness within the multidimensional consumer environment; • the ability to gather information independently and contribute as a member of the group to the solution of a defined problem relevant to the consumer by correctly selecting and applying basic knowledge of design elements and principles in the context of the multidimensional consumer environment, and communicate the groups' findings accurately and ethically in a written and verbal format through applicable media; 		
<p>Assessment criteria: The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> • understand and describe design elements and principles and their interrelatedness within the multidimensional consumer environment; 		

<ul style="list-style-type: none"> • use and apply the relevant design elements and principles individually or as part of a group and communicate the rationale for the chosen application in a written or oral format to provide an ethical grounded solution.
<p>Assessment methods - Formal formative: Written/oral assignments and/or class evaluations and/or formal written tests.</p> <p>Assessment methods – Summative: One formal examination</p> <p>Assessment plan: a minimum of 40% is required to pass the written evaluation. -The module mark is composed of formative and summative assessments in a ratio of 1:1; -a minimum of 50% is required to pass the module.</p>
<p>Method of delivery: Full-time</p>

Module code: EPPM111	Semester 1	NQF level: 5 Credits: 6
TITLE: ETHOS AND PROFESSIONAL PRACTICE		
Module outcomes:		
<ul style="list-style-type: none"> • The learner should be able to demonstrate knowledge of principles of professional practice including relevant legislation. • Demonstrate value clarification skills. 		
Method of delivery: Full-time		

Module code: EPPM221	Semester 2	NQF level: 7, Credits: 6
TITLE: ETHOS AND PROFESSIONAL PRACTICE		
Module outcomes:		
<ul style="list-style-type: none"> • Apply relevant legislation and basic professional practice in a clinical situation. • Demonstrate interpersonal and communication skills. 		
Method of delivery: Full-time		

Module code: FBCG211	Semester 1	NQF level: 6, Credits: 8
TITLE: PHARMACEUTICAL BIOCHEMISTRY		
Module outcomes:		
<p>After completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • a detailed knowledge and understanding of the structure and function of biological molecules, enzymology, basic concepts in metabolism, biotechnology and clinical biochemistry; • the ability to build on their knowledge and understanding in application of more advanced and specialised modules, and more widely pursue independent, self-directed and critical learning; • the ability to select, evaluate and apply with discernment standard biochemical procedure to solve fundamental problems in a defined environment in the field of pharmacy; • the ability to distinguish and solve clinical case studies in unfamiliar contexts and to apply the solutions to support diagnosis in the practice of pharmacy; • the ability to acquire, analyse, evaluate and synthesise pharmaceutical biochemistry principles and methods from various relevant discipline-related sources, to apply your research to a given context in the field of pharmacy; and 		

- the ability of accurate and coherent written and verbal scientific communication of practical projects with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism.

Assessment methods - Formal formative:

Formal formative assessments include scheduled individual written assessments (at least 3) and assessments during practicals (laboratory work).

Assessment methods – Summative:

1x written assessment (2 hours) of 70-75 marks during the formal examination session.

Assessment plan:

3x individually written assessments (individual) to a maximum of: 60%

Class attendance / participation + assessments for practical work in a laboratory: 40%.

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (a participation mark of at least 40% is required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

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

Method of delivery: Full-time

Module code: FCAG122

Semester 2

NQF level: 5, **Credits:** 12

TITLE PHARMACEUTICAL CALCULATIONS

Module outcomes:

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

- demonstrate a sound knowledge of the following: fundamental mathematics and arithmetic principles, proportion and ratio calculations; percentage calculations; dilution calculations;
- successfully and accurately complete calculations regarding percentages, dilutions, drug potencies, milli-equivalents, milli-moles and micro-moles; and drug bases;
- show competency in applying the above mentioned mathematical calculations accurately and correctly in relevant pharmaceutical problems and problem solving; and
- demonstrate the skills in the accurate and correct application of all the fundamental mathematical and arithmetic principles in problem solving.

Assessment criteria:

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

- demonstrate a sound knowledge of the following: fundamental mathematics and arithmetic principles, proportion and ratio calculations; percentage calculations; dilution calculations; potency calculations; calculations regarding milli-equivalents, milli-moles and micro-moles; and calculations regarding drug bases.
- show competency in applying the above mentioned mathematical calculations accurately and correctly in relevant pharmaceutical problems and problem solving.
- demonstrate the skills in the accurate and correct application of all the fundamental mathematical and arithmetic principles in problem solving.

Assessment methods - Formal formative:

A maximum of 4 formative assessments; class participation and practical mark (consisting of assessment of practical work/assignments).

Assessment methods – Summative:

1x2 hour assessment (70-75 marks) during the semester examination period.

Assessment plan:

Formative assessments (to a maximum of): 75%

Participation in class: 5%

Laboratory work: 20%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 35% / 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

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

Method of delivery: Full-time

Module code: FCHG222

Semester 2

NQF level: 6, Credits: 12

TITLE: PHARMACEUTICAL CHEMISTRY IB

Module outcomes:

On completion of the module this module the student should be able to

- be able to understand the pharmaceutical significance of stereochemistry;
- have insight in the chirality of drug molecules;
- be appreciative of the role of stereochemistry in the use of drugs;
- have a fundamental knowledge of the chemistry and biological characteristics of natural products;
- have a fundamental knowledge of the chemistry and biological characteristics of inorganic medicinal products;
- demonstrate applicable skills in terms of collaboration in the health care team;
- use knowledge of the chemistry and biological properties of natural products and inorganic medicinal products to advise patients on the safe use of both classes of compounds as single products or in combination therapy;
- maintain and demonstrate strict ethical principles in drug therapy and dispensing.

Assessment methods – Formal formative:

The formative assessment in this module consist of individual (written) assessments covering the theory content of the module and practical/laboratory work and assessments (including a practical test).

Assessment methods – Summative:

1x 2 hour written assessment of 70-75 marks during the examination session.

Assessment plan:

3x written assessments (individual) on the theory content of the module:

5x Practical projects assessments (laboratory work):

1x Practical assessment:

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

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

Method of delivery: Full-time

Module code: FCHG312	Semester 1	NQF level: 7, Credits: 16
TITLE: PHARMACEUTICAL CHEMISTRY IIA		
Module outcomes:		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> display knowledge of the underlying principles involved in the analytical methods in the prescribed pharmacopoeias and carry out selected methods in the laboratory and effectively communicate results; evaluate the procedures in the analytical methods and express your opinion on them; perform simple, applicable solving of problems; successfully co-operate in groups; and rigidly adhere to conventions and ethical codes in terms of quality control, considering a client centred approach. 		
Assessment methods - Formal formative:		
The following types of assessment are employed in this module: Class tests, practical assessments, including reports and an examination.		
Assessment methods – Summative:		
1x3 hour written summative assessment (100 marks).		
Assessment plan:		
3xFormal Assessments (to a total of): 50%		
Practical/laboratory Report: 20%		
Practical Exam: 30%		
The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).		
The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.		
During the summative assessment an examination sub minimum of 40% is required.		
A module mark of at least 50% is required to pass the module.		
Method of delivery: Full-time		

Module code: FCHG322	Semester 2	NQF level: 7, Credits: 12
TITLE: PHARMACEUTICAL CHEMISTRY IIB		
Module outcomes:		
On completion of this module students should be able to:		
<ul style="list-style-type: none"> evaluate the role of drug targets, drug-target interactions and the attainment and optimisation of lead compounds in drug design, in addition to the principles and methods of drug development; discuss the chemical properties of organic compounds in relation to their chemical reactivity, physicochemical properties and biological activity and its application in practice; describe and apply structure activity relationships (SAR) and its use in drug design; discuss the basic scaffold (which includes stereochemistry) and methods for the synthesis or attainment of drugs from different classes and the application thereof; know the uses, mechanism of action and methods for the analysis of drugs from different classes; effectively use the library for the exploitation of chemical and biological literature; use a variety of media to communicate scientifically and be able to express ideas accurately, unambiguously and concisely using the correct subject terminology; 		

- independently find a solution to problems through creative and critical thinking by employing knowledge, literature and research concepts;
- function independently in a group or act as a leader;
- form an exceptional attitude towards medicine through knowledge obtained and realise your responsibility in the handling thereof; and
- perform a simple organic synthesis in the laboratory by employing standard methods and be able to communicate the results effectively.

Assessment methods - Formal formative:

The following types of assessment are employed in this module: scheduled written assessments; assessment of tutorials and assessment of laboratory practical work

Assessment methods – Summative:

1x2 hour written summative assessment (70-75 marks).

Assessment plan:

3x formal written assessments (@27% each): 81%

Practical/laboratory work and related tutorials: 19%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

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

Method of delivery: Full-time

Module code: FCHG412

Semester 1

NQF level: 8, **Credits:** 16

TITLE: PHARMACEUTICAL CHEMISTRY IIIA

Module outcomes:

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

- reflect extensive and systematic knowledge of the metabolic activation, deactivation and elimination of drugs and pro-drugs;
- examine the chemical structures of drugs in relation to the metabolic activation, deactivation and elimination of drugs and pro-drugs;
- apply the principles of organic chemistry and drug design in the design of prodrugs and in the evaluation of the bio-activation and metabolism thereof;
- possess extensive and systematic knowledge of the physico-chemical and biochemical properties that compounds should have in order to act as effective drugs;
- apply the principles of organic chemistry and biopharmaceutics in the design of compounds with the appropriate physico-chemical properties to act as effective drugs;
- evaluate the physico-chemical properties of structures and propose structural modifications that will lead to improved drug properties.

Assessment methods - Formal formative:

The assessment methods employed in this module include: formal written assessment on the theoretical content of the module and assessment of laboratory work covering the content of the module (both individual and group assignments)

Assessment methods – Summative:

1x3 hour written summative assessment (100 marks).

Assessment plan:

3x formal written assessments (@25% each): 75%

1x practical examination: 25%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

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

Method of delivery: Full-time

Module code: FFSG421

Semester 2

NQF level: 8, Credits: 24

TITLE: INTEGRATED PHARMACEUTICAL CARE

Module outcomes:

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

- integrate and apply foundational scientific principles and knowledge to pharmaceutical sciences;
- apply integrated knowledge of product development in the compounding, manufacturing, distribution and dispensing of pharmaceutical products;
- compound, manipulate and prepare medication in compliance with Good Pharmacy Practice (GPP) rules, Good Manufacturing Practice (GMP) and/or Good Clinical Practice (GCP) guidelines;
- manage the manufacture, packaging and registration of pharmaceutical products in compliance with GMP and GCP;
- manage the logistics of the selection, procurement, storage, distribution and disposal of pharmaceutical products;
- dispense medication and insure optimal care for the patient in compliance with GPP, and, where applicable, GCP;
- apply a pharmaceutical care management approach to ensure rational medicine use;
- initiate an/or modify therapy, where appropriate, within the scope of practice of a pharmacist and in accordance with GPP and GCP, where applicable;
- promote public health;
- integrate and apply management principles in the practice of pharmacy.

Assessment methods - Formal formative:

12x Work Integrated Assignments (each counting between 5-20%) have to be completed during the semester and handed in (at various stages) as formative assessments: 100%

Assessment plan:

The average mark for the assessments (assignments) will count as the module mark for this module

No final written summative assessment.

A module mark of at least 50% is required to pass this module.

Method of delivery: Full-time

Module code: FKLG211

Semester 1

NQF level: 6, Credits: 16

TITLE: PHARMACOLOGY I

Module outcomes:

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

- demonstrate a basic knowledge and understanding of the basic principles of pharmacodynamics,
- pharmacokinetics, and toxicology in pharmacology;
- demonstrate and apply general knowledge of pharmacological classification of drugs, with examples;
- demonstrate skills with respect to the dosage calculations of various dosage forms;
- find the most recent or missing information on drugs and treatment in appropriate sources;
- evaluate uncomplicated pharmacological treatment regimes and give meaningful advice;
- interpret prescribed pharmaco-therapeutic and additional treatment regimes within an ethical,
- accountable framework, and carry out limited drug selection for uncomplicated health disorders.

Assessment methods: 50:50

Method of delivery: Full-time

Module code: FKLG212

Semester 1

NQF level: 6, Credits: 16

TITLE: PHARMACOLOGY IA

Module outcomes:

On completion of this module the student should:

- possess fundamental knowledge of:
 - basic concepts and terminology in the broader discipline of pharmacological, including in the fields of basic and applied pharmacology, as well as experimental pharmacology and professional health care
 - the basic principles of drug-receptor interactions and signal transduction systems;
 - the basic principles and terminology of pharmacokinetics;
 - the processes involved in neurotransmission and this relates to the action of relevant drugs in the peripheral nervous system;
 - the basic and clinical pharmacology of drugs in the peripheral nervous system, including how these drugs are used in the treatment of a various disease states associated with this system;
 - the basic and clinical pharmacology of drugs in the gastrointestinal tract, including how these drugs are used in the treatment of a various disease states associated with this system;
- possess the necessary skills and competencies to:
 - retrieve and verify information from sources of literature;
 - make differential diagnoses, within the context of this module;
 - select appropriate drugs for the treatment of applicable disease states;
 - communicate information and advice in writing and verbally to patients, the public and health care professionals;
 - use applicable technology in discharging your duties and responsibilities and in communication and in performing research;
 - function as a member of a group / health team;
 - prevent / manage / solve drug-induced problems, e.g. side effects, toxicity and interactions, within the context of the module in question; and
- in respect of applicable values, be able to:
 - act in the interest of patients on the basis of a sensitised ethical-moral value system.

Assessment methods - Formal formative:

The mixture of the following types of assessments are employed in this module: formative assessments, class work, assignments, tutorials, class attendance and participation and class preparation assessments

Assessment methods – Summative:

1x3 hour summative assessment (100 marks) during the examination period

Assessment plan:

3x Formative (individual) assessments (to a total of): 90% - no assessment exceeds 35%
Class attendance, tutorials, assignments: 10%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a “Proof of Participation”, grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

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

Method of delivery: Full-time

Module code: FKL222

Semester: 2

NQF level: 6, **Credits:** 16

TITLE: PHARMACOLOGY IB

Module outcomes:

After completion of this module, the student should be able to:

- reflect well-rounded knowledge of:
 - all the pharmacology of drugs with effects in the cardiovascular and haemopoetic systems, and be able to apply this knowledge in the treatment of selected cardiovascular diseases;
 - the physiological role of the autacoids and relate this to drug action influencing the effects of these substances;
 - the pharmacology of drugs that affect prostaglandin biosynthesis and to apply this knowledge in the treatment of fever, inflammation, pain, rheumatoid arthritis, gout and migraine;
 - the pharmacology of drugs with effects in the respiratory system and be able to apply this knowledge in the treatment of the various illnesses associated with this system;
- show the necessary skills and competencies to:
 - retrieve and verify information from appropriate sources;
 - make differential diagnoses within the context of the module;
 - select suitable drugs for certain illnesses;
 - communicate information and advice in accurate, coherent and scientific written and verbal communication to patients, the public and health professions;
 - use appropriate technology and applications in performing duties and responsibilities, communication and research;
 - function effectively as member of a group / health team;
 - resolve / manage / prevent problems caused by drugs, e.g. side effects, toxicity, interactions, in the context of the module concerned;
- on the basis of a sensitised ethical-moral value system:
 - act in the interests of the patient.

Assessment methods - Formal formative:

The following assessments types are employed in this module: written formative assessments, class participation, tutorials, assignments, group work, class work.

Assessment methods – Summative:

1x3 hour assessment (100 marks)

Assessment plan:

3x individual (written) assessments (to a total of): 90% - not one assessment exceeds 35%

Class work, tutorials, group work, assignments, class attendance: 10%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a “Proof of Participation”, grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

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

Method of delivery: Full-time

Module code: FKL312

Semester: 1

NQF level: 7, **Credits:** 16

TITLE: PHARMACOLOGY IIA

Module outcomes:

On completion of this module the student should be able to:

- demonstrate basic knowledge and understanding of the organization and functioning of the central nervous system and neurotransmitters, as well as the applicable pharmacophysiology;
- demonstrate in-depth knowledge and understanding of all the aspects involved in drug action in the central nervous system and relate this to the various relevant psychiatric and neurological disorders.
- demonstrate a basic knowledge of the pathophysiology, symptoms and signs of the different psychiatric and neurological disorders;
- apply and integrate the pharmacology of the local anaesthetics, general anaesthetics, spasmolytics, opioid analgesics, anti-emetics and drugs of abuse;
- apply this pharmacological knowledge and these principles in clinical case studies, including in decision-making processes regarding the appropriate use of medication in the various central nervous system disorders;
- retrieve information from the available resources;
- verbally and in writing communicate meaningfully with other professions in the health team and give advice with regard to a variety of different pharmacological topics;
- demonstrate sensitivity and understanding regarding ethical aspects and act from a professional value system.

Assessment methods - Formal formative:

The following types of assessments are employed in this module: formal written assessments, and assessment of class work, group work, assignments, preparation for contact sessions and tutorials.

Assessment methods – Summative:

1x3 hour summative assessment (100 marks)

Assessment plan:

3x formal written assessments (at 30% each): 90%

Assessments of class and group work, tutorials, assignments, etc: 10%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

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

Method of delivery: Full-time

Module code: FKL322	Semester 2	NQF level: 7, Credits: 16
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TITLE: PHARMACOLOGY IIB

Module outcomes:

On completion of this module, the student should:

- have basic knowledge and demonstrate understanding of the ways in which microbial and human cells function, divide, communicate and die;
- apply this knowledge and these principles in clinical case studies as well as in decision-making processes regarding the appropriate use of medication;
- demonstrate in-depth understanding and knowledge of the pharmacological and pharmacotherapeutic principles that find application in the chemotherapy of infectious conditions and conditions related to abnormal human cell functioning;
- demonstrate understanding of the aetiology (both microbiological and immunological) of specific infections and infestations;
- demonstrate in-depth understanding and knowledge of the pharmacological and pharmacotherapeutic principles that find application in the therapy of conditions related to abnormal human cell functioning;
- demonstrate understanding of the aetiology of conditions that are related to abnormal human cell functioning;
- act by solving problems during the handling of case studies;
- communicate meaningfully with other professions in the health team and give advice with regard to a variety of different pharmacological topics both orally and in writing;
- supply drug information to individuals and groups in public whenever the opportunity presents itself; and
- demonstrate sensitivity and understanding regarding ethical aspects and act from a professional value system.

Assessment methods - Formal formative:

The following types of assessments are employed in this module: formal written assessments, and assessment of class work, group work, assignments, preparation for contact sessions and tutorials.

Assessment methods – Summative:

1x3 hour written summative assessment (100 marks).

Assessment plan:

3x formal written assessments (totalling): 90% (no assessment exceeds 35%)

Class work, tutorials, assignments, etc.: 10%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 35% / 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

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

Method of delivery: Full-time

Module code: FKLG412

Semester 1

NQF level: 8, Credits: 16

TITLE: PHARMACOLOGY IIIA

Module outcomes:

On completion of this module the student should be able to:

- demonstrate a thorough knowledge and understanding of the pharmacophysiology of the endocrine system and to relate this to various endocrine disorders;
- demonstrate an in-depth basic knowledge and understanding of the pharmacology of the respective hormones, hormone antagonists, hormonoids and other drugs affecting hormone function, and to apply this knowledge in the treatment of applicable diseases and disorders;
- apply thorough knowledge and insight pertaining to the influence of pharmacokinetic principles and parameters in the safe, effective and correct use of drugs, as evinced by endocrine-active drugs;
- apply knowledge of the basic pharmacokinetic and pharmacodynamic characteristics of drugs, identify possible shortfalls and to propose remedial steps based on the use of pharmacokinetic calculations;
- integrate knowledge and understanding into drug action in the endocrine system with any relevant topics from previous modules in Pharmacology;
- demonstrate a basic knowledge and understanding concerning the pharmacophysiology of human sexual functioning, sexual disorders and general sexology, as well as an in-depth knowledge and understanding of the action of drugs w.r.t. sexual health;
- advise about the principles and techniques of pharmacological contraception and family planning;
- application of the above-mentioned knowledge to advise on sexual health care;
- make differential diagnoses within the context of the module to promote optimal drug use;
- based on basic and clinical pharmacological knowledge, analyse treatment strategies and select suitable drugs for treatment and to advise thereon, including to apply ready knowledge in verbal and written modes;
- resolve / prevent drug-induced problems (e.g. side effects, toxicity, interactions) in the context of the module concerned;
- apply ready knowledge in clinical scenarios;
- retrieve and verify information from sources, including to communicate information and advice in accurate, coherent and scientific written and verbal communication to patients, the public and health professions;
- use appropriate technology in performing duties and responsibilities, technology and research;
- function as a member of a group / health team;
- on the basis of a professional ethical-moral value system: act in the interests of the patient.

Assessment methods - Formal formative:

This module currently employ only the formal standard assessment method for formative assessment.

Assessment methods – Summative:

1x3 hour written summative assessment (100 marks).

Assessment plan:

4x formal written assessments (between 20-30% each): 100%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 35% / 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

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

Method of delivery: Full-time

Module code: FLGX113	Semester 1	NQF level: 5, Credits: 12
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TITLE: INTRODUCTION TO PHYSIOLOGY

Module outcomes:

On completion of the module the student should:

- be able to demonstrate a basic knowledge regarding cell structure, the chemical composition of the human body, various membrane transport systems and homeostatic control systems as essential foundation for further study in Physiology,
- know and be able to use the relevant terminology of Physiology,
- be able to understand and demonstrate the role of physiological control systems in a number of pathological conditions,
- be able to effectively demonstrate your skills in using the computer,
- be able to function effectively in groups,
- be able to demonstrate basic skills regarding physiological research techniques and scientific approaches,
- have a basic knowledge of the scientific method in science.

Assessment criteria:

The student demonstrates that the outcomes have been mastered if he/she:

- demonstrated basic knowledge regarding cell structure, the chemical composition of the human body, various membrane transport systems and homeostatic control systems in assessment opportunities, including group assignments,
- could use terminology of Physiology in scientific reports, assignments and assessment opportunities,
- demonstrated knowledge on the role of physiological control systems in pathological conditions in assessment opportunities,
- demonstrated computer skills by writing scientific reports and assignments,
- functioned effectively in a group during group assignments in class,
- demonstrated techniques and scientific approaches during practical training opportunities,
- could apply the scientific method during practical training opportunities and the writing of scientific reports.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester

Assessment plan: Participation mark (50%) and summative assessment (50%).
Method of delivery: Full-time

Module code: FLGX114	Semester 1	NQF level: 5, Credits: 12
TITLE: INTRODUCTION PHYSIOLOGY FOR BA AND BSC		
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • basic knowledge regarding physiology as introduction • informed knowledge of the relevant technical terminology; • fundamental knowledge of the sources in which scientific information about physiology appears; • an ethical responsible attitude to human physiology 		
Assessment criteria: Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> • demonstrate basic knowledge about the alimentary canal, food digestion, absorption and digestion, nutrition and metabolism, temperature regulation, the urinary system, the fluid and electrolyte balance, and sensory receptors; • explain the relevant technical terminology; • use the fundamental knowledge to demonstrate the sources in which scientific information about physiology appears; • act ethically towards human physiology 		
Assessment methods - Formal formative: Class tests, assignments and a practical exam.		
Assessment methods – Summative: Theory exam		
Assessment plan: Module mark consist of the following: Participation mark = 50%, Exam mark = 50%		
Method of delivery: Full-time		

Module code: FLGX123	Semester 2	NQF level: 5, Credits: 12
TITLE: MEMBRANE AND MUSCLE PHYSIOLOGY		
Module outcomes: After completion of the module, the student should be able to: <ul style="list-style-type: none"> • know the relevant subject terminology and be able to use it; • have an in-depth knowledge of the importance of membrane physiology in the control of physiological functions by means of the change in membrane permeability; • have basic knowledge regarding cellular communication and information transmittance as essential foundation for further study; • compare the structure and functioning of skeletal muscles, smooth muscles and the heart muscle and to discuss differences and similarities; • discuss the characteristics, causes and consequences of a few muscle disorders; • discuss the control and coordination of motor movements and illustrate this with effective examples; • be able to demonstrate basic skills as regards the carrying out of practical work and experiments and be able to communicate in writing and orally in a scientific way. 		

Assessment criteria:

- If the student know the terminology he/she will be able to use the terminology correctly when answering assessment tests and examinations;
- after mastered membrane physiology will understand the control of physiological functions by means of the change in membrane permeability;
- after mastered muscle physiology, he/she will be able to show the structure and functioning of the muscles by answering the assessment tests and question papers;
- will be able to explain cellular communication after he/she mastered cellular communication;
- after completion of the pathology he/she will be able to explain muscle pathology;
- explain coordinated movement by means of an example and
- doing the practical work successfully and writing a practical report the scientific approach will emerge.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester

Assessment plan:

Participation mark (50%) and summative assessment (50%).

Method of delivery: Full-time

Module code: FLGX124	Semester 2	NQF level: 5, Credits: 12
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TITLE: MUSCLE PHYSIOLOGY FOR BA

Module outcomes:

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

- demonstrate basic knowledge about the muscle system, nerve supply to the muscles, functioning of the muscles, heart and respiratory system;
- know and use relevant terminology;
- apply basic knowledge in a future career in practice;
- retrieve scientific information about physiology from different sources;
- demonstrate ethical aspects in the human physiology.

Assessment criteria:

- The student proves that the outcomes have been reached when he/she can answer the knowledge questions of the assessment successfully.
- The student proves that the outcomes have been reached when he/she can correctly give the definitions demanded by the subject terminology during assessment.
- The student proves that the outcomes have been reached when he/she can has completed the assignment successfully.
- The student proves that the outcomes have been reached when he/she is able to complete practical component of the module.
- The student proves that the outcomes have been reached when he/she correctly answers the application questions during assessment opportunity.

Assessment methods: Formal formative:

Class tests, assignments and a practical exam.

Assessment methods – Summative:

Theory exam

Assessment plan: Module mark consist of the following: Participation mark = 50%, Exam mark = 50%
Method of delivery: Full-time

Module code: FLGX213	Semester 1	NQF level: 6, Credits: 16
TITLE: ENDOCRINE SYSTEM AND DIGESTION		
Module outcomes: On completion of this module, you ought to be able to: <ul style="list-style-type: none"> • know and use the relevant specialist terminology; • display a sound knowledge of the endocrine- and gastrointestinal organs, digestive processes (digestion, absorption, secretion and movement)and the functions and secretions thereof; • demonstrate your knowledge of the relevant pathology; • demonstrate an understanding of the interaction between the endocrine- and gastrointestinal system as well as with other physiological systems; • unlock existing and additional knowledge with regard to endocrinology and the gastrointestinal system; • demonstrate basic skills with regard to physiological research techniques; • function effectively within a group context and convey your knowledge in a scientific manner to others; and • argue and solve problems of a physiological nature in an integrated manner. 		
Assessment criteria: The student has provided proof on reaching the outcome if he/she: <ul style="list-style-type: none"> • understands the basic terminology and principles of the endocrine system; • can provide proof of fundamental knowledge of the different components of the endocrine and gastrointestinal systems, gastrointestinal processes as well as the interaction between these systems and with other physiological systems; • understand the basic principles of endocrine and gastrointestinal abnormalities and therefore debate mechanisms in an integrated manner and solve problems by means of presentations and discussions; • demonstrate basic skills regarding physiological research techniques, as well as to function effectively in a group. 		
Assessment methods - Formal formative: Continuously by means of class tests, an assessment test, class assignments, and practical tests		
Assessment methods – Summative: Exam at end of semester.		
Assessment plan: Participation mark (50%) and summative assessment (50%)		
Method of delivery: Full-time		

Module code: FLGX223	Semester 2	NQF level: 6, Credits: 8
TITLE: PHYSIOLOGICAL DEFENCE MECHANISMS		
Module outcomes: On completion of the module you should: <ul style="list-style-type: none"> • reveal a sound knowledge of physiological defence mechanisms and also demonstrate knowledge of the pathology of physiological defence mechanisms. 		

- know and be able to use the relevant subject terminology.
- know the sources that contain scientific information on physiology.
- reason and solve relevant physiological defence mechanism based problems in an integrated way.
- substantiate the value that knowledge of physiological defence mechanisms has for human health.
- show the ability to work in a group and to manage time effectively.

Assessment criteria:

You prove that the outcomes have been achieved if you:

- have acquired adequate knowledge of the work to successfully answer the knowledge questions during the assessment.
- correctly give the definitions that test knowledge of subject terminology during assessment.
- have completed the assignment successfully.
- correctly answer and reason the application and integrated questions during the assessment opportunity.
- your arguments are ethically justifiable in class discussions and you reason effectively questions in assessments.
- conducting practical experiments in a group and completion of practical report within prescribed time.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester

Assessment plan:

Participation mark (50%) and summative assessment (50%).

Method of delivery: Full-time

Module code: FLGX224	Semester 2	NQF level: 6, Credits: 8
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TITLE: METABOLISM

Module outcomes:

After completion of this module you should be able to:

- discuss your knowledge of and insight into the role of ATP, energy sources and metabolic processes;
- draw diagrams and schematic representations of the most important metabolic pathways and explain the various aspects;
- discuss aspects relating to carbohydrate, lipid and protein metabolism;
- discuss characteristics, causes and effects of metabolic aberrations such as ketosis and atherosclerosis;
- demonstrate basic skills with regard to physiological research techniques; use the computer effectively; function effectively in a group context; communicate your knowledge to others in a scientific manner; argue and solve problems in an integrated way; debate ethical aspects relating to the use of methods to improve sports performance;

Assessment criteria:

The student proves that he/she achieved the outcomes by:

- successfully answering the knowledge and insight questions during the assessment.

- successfully answering the assessment paper in context of the study material studied in Study unit 2-4.
- answering application questions in the assessment paper in context of the studied material for all study units.
- written communication by writing the assessment paper and orally by answering questions in class and participation in class discussions.
- completing the practical and write-up successfully and participating in the research assignment and oral presentation.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester.

Assessment plan:

Participation mark (50%) and summative assessment (50%)

Method of delivery: Full-time

Module code: FLGX312	Semester 1	NQF level: 7, Credits: 8
TITLE: EXCRETION		
Module outcomes:		
After completion of the module the learner should have basic knowledge of the following:		
<ul style="list-style-type: none"> • components, structure, organisation, general design, mechanisms, functions and physical characteristics of the renal system, especially the nephron, as well as the composition of the body fluid compartments; especially the composition of the intracellular and extracellular component and the kidneys' role in maintaining homeostasis, including acid-base balance • knowledge of the link between kidney function and haemodynamics is also important • know and be able to use the relevant specialist terminology • know which sources contain scientific information on renal physiology • be able to practically apply the basic knowledge that has been learnt to his/her future occupation • demonstrate an ethically responsible attitude to the subject of physiology 		
Assessment criteria:		
The learner proves that the outcomes have been achieved if he/she:		
<ul style="list-style-type: none"> • has sufficient knowledge of the work to be able to answer the assessment questions regarding the structure and function of the kidney correctly • know the composition of the fluid compartments and how they are affected by external factors • applies the subject terminology correctly in assignments • successfully completes an assignment in each of the three study units • correctly answers the practical questions during the assessments • shows ethically responsible reasoning during class discussions and provides sound arguments for the ethical questions in assessments. 		
Assessment methods - Formal formative:		
Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.		
Assessment methods – Summative:		
Exam at end of semester.		

Assessment plan: Participation mark (50%) and summative assessment (50%)
Method of delivery: Full-time

Module code: FLGX313	Semester 1	NQF level: 7, Credits: 8
TITLE: RESPIRATION		
Module outcomes: On completion of this module, you must be able to: <ul style="list-style-type: none"> • demonstrate your expertise with regard to the structure, organisation, characteristics, functioning, integrated control and pathology of the respiratory system by being able to apply your knowledge in different problem-solving situations (such as the effect of air pollution); • demonstrate your skills with regard to designing and performing basic physiological research techniques for the sake of specific problem-solving situations, your ability to interpret results and report on them to laymen as well as select audiences; • demonstrate the relationship between the respiratory and other systems of the body with regard to structure, function, and the maintenance of homeostasis; • make assessments with regard to causes, effects and the prevention of pollution that pose threats to health; and • open up and integrate existing and additional knowledge regarding the respiratory system and its pathology. 		
Assessment criteria: The student proves that the outcomes is achieved if he/she: <ul style="list-style-type: none"> • show knowledge and insight of the structure, organisation, characteristics, functioning, integrated control and pathology of the respiratory system through written assessment and class discussions; • can apply basic physiological research techniques in problem situations, can interpret the results and communicate with a laymen and academic crowd; • show knowledge and insight of the homeostasis of the respiratory system; • show knowledge and insight of the causes, effects and prevention of pollution and the health threats; • show knowledge and insight with regard to the pathology of the respiratory system. 		
Assessment methods - Formal formative: Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.		
Assessment methods – Summative: Exam at end of semester.		
Assessment plan: Participation mark (50%) and summative assessment (50%).		
Method of delivery: Full-time		

Module code: FLGX317	Semester 1	NQF level: 7, Credits: 8
TITLE: CARDIOVASCULAR PHYSIOLOGY		
Module outcomes: On completion of this module you should be able to: <ul style="list-style-type: none"> • know and be able to use the relevant subject terminology; 		

- demonstrate scientific knowledge and insight of components, structure, organisation, general design, mechanisms, functions and physical attributes of the cardiovascular system;
- explain the mechanical and electrical phenomena during the cardiac cycle;
- understand and apply knowledge of the integrated control of the cardiovascular system during stress conditions;
- describe the nervous control of blood pressure.

Assessment criteria:

The student proves that the outcomes are achieved if he/she:

- knows the relevant terminology and have used them;
- has scientific knowledge and insight of the components, structure, organisation, overall design, mechanisms, functions, and physical features of the cardiovascular system and demonstrated it;
- explained the mechanical and electrical phenomena during the cardiac cycle;
- challenged the cardiovascular system and applied the knowledge in connection with the integrated control of the cardiovascular system;
- has described the nervous control of blood pressure.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester.

Assessment plan:

Participation mark (50%) and summative assessment (50%).

Method of delivery: Full-time

Module code: FLGX325	Semester 2	NQF level: 7, Credits: 16
TITLE: NEUROPHYSIOLOGY		
<p>Module outcomes:</p> <p>At the end of this module you should be able to:</p> <ul style="list-style-type: none"> • understand the main functions of the nervous system and integrate them with existing anatomical knowledge; • understand the functioning of the structural unit, the neuron, in the origin of electric impulse transmission in the sensory system; • apply and integrate synapse and receptor functioning to ensure a homeostatic balance in the sensory system; • describe, compare and evaluate the role of somatic sensations; • explain the role of the sense organs in the sensory system as observers of changes in the environment; • analyse, differentiate and explain the control and mechanisms involved in the motor systems on three levels, namely spinal cord, middle brain (mesencephalon) and corticospinal level; • understand the role of the autonomic nervous system as part of the efferent motor system and as a contributing reaction component of stress, and integrate this with existing theoretical knowledge; • know the functional anatomy of the cerebral cortex; • know which components make up intelligence, learning and memory patterns and integrate these with existing theoretical knowledge; 		

- understand the contribution of the cerebral cortex and the brainstem in terms of behaviour and motivation, as well as the neurohormonal systems that are involved;
- understand, analyse and draw conclusions about the mechanisms of general sleep patterns, brainwave activity and neurotransmitter systems;
- understand and describe brainwave activity and draw conclusions after conducting a professional electroencephalogram; and
- explain the importance of homeostatic brain metabolism and the cerebrospinal fluid system.
- observe electro-encephalogram-, electrocardiogram- and blood pressure responses during acute mental stress exposure; to understand, integrate and to draw conclusions.

Assessment criteria:

Evaluation of:

- Understanding of the main functions of the nervous system and ability to integrate with existing anatomical knowledge
- Understanding of the functioning of the structural unit, the neuron, in the origin of electric impulse transmission in the sensory system
- Ability to apply and integrate synapse and receptor functioning to ensure a homeostatic balance in the sensory system
- Ability to apply and integrate synapsis and receptor functioning to ensure a homeostatic balance in the sensory system
- Ability to describe, compare and evaluate the role of somatic sensations
- Ability to explain the role of the sense organs in the sensory system as observers of changes in the environment
- Ability to analyse, differentiate and explain the control and mechanisms involved in the motor systems on the lowest level, namely spinal cord level
- Ability to analyse, differentiate and explain the control and mechanisms involved in the motor systems on the mid-level, namely middle-brain (mesencephalon)
- Ability to analyse, differentiate and explain the control and mechanisms involved in the motor systems on the highest level, namely corticospinal level
- Understanding of the role of the autonomic nervous system as part of the efferent motor system and also as a contributing reaction component of stress and ability to integrate this with existing theoretical knowledge
- Ability, after the dissection of a sheep's brain, to know and describe the theoretical and practical components of the anatomical structure of the brain and its functions, and know the functional anatomy of the cerebral cortex
- Ability to know which components make up intelligence, learning and memory patterns and to integrate these with existing theoretical knowledge
- Understanding of the contribution made by the cerebral cortex and the brainstem to behaviour and motivation, as well as the neurohormonal systems that are involved
- Understanding and ability to describe brainwave activity after conducting a professional electroencephalogram, and to draw conclusions
- Ability to understand, analyse and draw conclusions about the mechanisms of general sleep patterns, brainwave activity and neurotransmitter systems
- Ability to explain the importance of homeostatic brain metabolism and the cerebrospinal fluid system.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester.

Assessment plan: Participation mark (50%) and summative assessment (50%).
Method of delivery: Full-time

Module code: FLGX327	Semester 2	NQF level: 7, Credits: 8
TITLE: SKIN PHYSIOLOGY		
Module outcomes: After completion of the module, the student will demonstrate the following: <ul style="list-style-type: none"> integrated knowledge and understanding of dermal physiology, and an understanding of how this knowledge relates to other systems in the body; an understanding of knowledge on homeostasis of the body, and a critical evaluation of this knowledge regarding the skin and the importance thereof to the general homeostasis of the body; the ability to identify, analyse and critically reflect on diseases of the skin and apply the knowledge obtained to discuss the cause and development of these diseases; accurate and coherent communication of dermal physiology information verbally and in writing with understanding of and respect of copyright and plagiarism rules; the ability to contribute in a group to discuss a dermal physiology aspect, while monitoring the progress of the group and taking responsibility for the outcome and application of resources. 		
Assessment criteria: The student demonstrates that the outcomes have been mastered if he/she can: <ul style="list-style-type: none"> use the knowledge acquired regarding dermal physiology to give detailed information on the system during a class discussion; evaluate the skin's homeostatic control methods and the role thereof in the greater homeostasis of the body; identify diseases of the skin and is able to give evidence based information on the cause and development of the disease; write an accurate and coherent report on dermal physiology, also reflecting an understanding and respect to the rules of copyright and plagiarism; manage a group and interact with fellow students to discuss a dermal physiological aspect and can successfully complete the group assignment. 		
Assessment methods - Formal formative: Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.		
Assessment methods – Summative: Exam at end of semester.		
Assessment plan: Participation mark (50%) and summative assessment (50%).		
Method of delivery: Full-time		

Module code: FLGX328	Semester 2	NQF level: 7, Credits: 8
TITLE: REPRODUCTIVE PHYSIOLOGY		
Module outcomes: After completion of the module the student will be able to: <ul style="list-style-type: none"> integrated knowledge and understanding of the anatomy, physiology and control of the male and female reproductive systems, the physiological mechanisms of both genders 		

and the principles of development toxicology within the field of reproductive physiology, and an understanding of how that knowledge relates to general reproductive health,

- ability to identify, analyse and address the physiological adjustments and complications in the body of the mother during pregnancy, the physiological adjustments that takes place in the different systems of the neonate after birth, the changes that takes place during puberty and menopause and the influence of toxic substances on pregnancy and the development of the foetus and use this knowledge in theory driven arguments,
- accurate and coherent written and verbal communication of hormonal contraception, other forms of contraception, various bacteriological and viral sexually transmitted diseases and the with respect for intellectual property conventions, copyright and rules on plagiarism,
- reflection of all values, ethical conduct and justifiable decision making regarding moral-ethical matters relating to reproduction,
- management of a group in an unfamiliar context in order to write a coherent report on a specified reproduction related issue, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources.

Assessment criteria:

The student demonstrates that the outcomes have been mastered if he/she:

- is able to demonstrate integrated knowledge of the main areas of reproduction physiology including an understanding of and the ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories of the male and female reproduction systems in scenario specific case studies,
- is capable to distinguish between the different physiological changes and complications in the female body during the different stages of pregnancy and also critically evaluate and discuss the effects of toxic substance abuse during pregnancy on both the mother and developing foetus by reflecting on the ethical aspects,
- can present and evaluate the aetiology together with the causes, symptoms and treatment of reproduction specific diseases by demonstrating independent research capabilities, utilising updated resources and act on academic misconduct to avoid plagiarism,
- can argue, evaluate and demonstrate detailed interpretation of ethical issues by means of physiological statements to reason given answers,
- demonstrates leadership capabilities or excellent workmanship within a group to ensure consensual decision making, to fulfil allocated responsibilities and reflect on his/her own contribution within a group.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester.

Assessment plan:

Participation mark (50%) and summative assessment (50%).

Method of delivery: Full-time

Module code: FLGX329	Semester 2	NQF level: 7, Credits: 8
TITLE: CARDIOVASCULAR PHYSIOLOGY APPLICATIONS		
Module outcomes:		
The student must obtain the following module outcomes:		
<ul style="list-style-type: none"> • the dominant role of the kidney in the long-term regulation of arterial blood pressure; 		

- present different models of hypertension;
- conduct a quantitative analysis of cardiac output control;
- display knowledge and insight of coronary circulation be able to apply this in coronary ailments;
- apply this information in a variety of applications like myocardial infarction, heart failure and circulatory shock;
- understand the lifestyle changes used for the prevention of cardiovascular diseases, and
- show scientific knowledge and insight of the nature of cardiovascular health problems and the prevention thereof.

Assessment criteria:

The student prove that he mastered the module outcomes if he/she:

- communicated the dominant role of the kidney in the long term control of the arterial blood pressure;
- presented different models of hypertension;
- conducted a quantitative analysis of cardiac output control;
- has knowledge and insight of the coronary circulation and applied it on coronary ailments;
- has applied the knowledge on applications like myocardial infarction, heart failure, and circulatory shock;
- understand the lifestyle changes used for the prevention of cardiovascular diseases, and
- has scientific knowledge and insight in the nature of cardiovascular health problems and the prevention thereof.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester.

Assessment plan:

Participation mark (50%) and summative assessment (50%).

Method of delivery: Full-time

Module code: FLPV213	Semester 1	NQF level: 6, Credits: 16
TITLE: PHYSIOLOGY FOR NURSING SCIENCE I		
Module outcomes:		
The student will prove that he/she has attained the outcomes of the module when he/she can:		
<ul style="list-style-type: none"> • identify/explain/describe the key terms, concepts, facts, principles and rules related to the physiology of homeostasis, organisation of the body , body fluid compartments, chemical composition of the body, cell structure and organelles, enzymes, movement of molecules through the cell membrane, control of cells through chemical messengers, neural control mechanisms, sensory systems and control of body movement and its relevance to the student’s field of study in health sciences; • demonstrate an awareness and sensitivity towards the ethical aspects relevant to human physiology within the practice of health sciences; • demonstrate sound ethical practices in obtaining information from a variety of scientific sources in the preparation and presentation of written and verbal work; 		

<ul style="list-style-type: none"> utilize group activities/task achievement as learning opportunity by active involvement and a sensible contribution towards the achievement of the set outcomes of a working group.
<p>Assessment criteria:</p> <ul style="list-style-type: none"> Have enough knowledge of the work to successfully answer the questions during the assessment, Correctly answer the definitions tested through knowledge of subject terminology during assessment, Successfully completed a subject-specific scientific assignment, Correctly answered the application questions based on case studies and practice-directed questions during the assessment opportunities, Reason in an ethically responsible manner in class discussions and correctly consider the ethically based questions in assessments, Submit accurate, coherent reports where the rules against plagiarism and copyright are adhered to. Provide accurate and coherent answers during both assessment opportunities and in the class situation, Collaborate during group assignments in class, accept co-responsibility for the learning process in the group and by conducting experiments in groups during practical sessions. <p>Assessment methods - Formal formative: Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.</p> <p>Assessment methods – Summative: Exam at end of semester</p> <p>Assessment plan: Participation mark (50%) and summative assessment (50%).</p>
<p>Method of delivery: Full-time</p>

Module code: FLPV222	Semester 2	NQF level: 6, Credits: 8
TITLE: PHYSIOLOGY FOR NURSING SCIENCE II		
<p>Module outcomes: The student will prove that he/she has attained the outcomes of the module when he/she can:</p> <ul style="list-style-type: none"> identify/explain/describe the key terms, concepts and principles underlying general physiology, cardiovascular-, immune-, respiratory-, excretory-, reproductive- and muscle physiology applicable to the human body and its relevance to the student's field of study in health sciences; demonstrate an awareness and sensitivity towards the ethical aspects relevant to human physiology within the practice of health sciences; demonstrate sound ethical practices in obtaining information from a variety of scientific sources in the preparation and presentation of written and verbal work; utilize group activities/task achievement as learning opportunity by active involvement and a sensible contribution towards the achievement of the set outcomes of a working group. 		
<p>Assessment criteria:</p> <ul style="list-style-type: none"> Have enough knowledge of the work to successfully answer the questions during the assessment, Correctly answer the definitions tested through knowledge of subject terminology during assessment, 		

- Successfully completed a subject-specific scientific assignment,
- Correctly answered the application questions based on case studies and practice-directed questions during the assessment opportunities,
- Reason in an ethically responsible manner in class discussions and correctly consider the ethically based questions in assessments,
- Submit accurate, coherent reports where the rules against plagiarism and copyright are adhered to. Provide accurate and coherent answers during both assessment opportunities and in the class situation,
- Collaborate during group assignments in class, accept co-responsibility for the learning process in the group and by conducting experiments in groups during practical sessions.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester

Assessment plan:

Participation mark (50%) and summative assessment (50%).

Method of delivery: Full-time

Module code: FLPX113

Semester 1

NQF level: 5, **Credits:** 12

TITLE: PHYSIOLOGY FOR PHARMACY IA

Module outcomes:

After completion of the module the student should have the basic knowledge with respect to the following:

- homeostasis, organisation of the body, body fluid compartments, chemical composition of the body, cellular structure and organelles, enzymes, movement of molecules across the cell membrane, control of cells by chemical messengers, neural control mechanisms and control of bodily movement;
- to know and can use the relevant subject terminology;
- know the sources where scientific information on physiology appears;
- apply the basic knowledge to be acquired to the practice of future professions;
- demonstrate an ethically responsible attitude to human physiology.

Assessment criteria:

The student prove that the outcomes are reached when he/she:

- possess adequate knowledge of the work to successfully answer the knowledge questions during assessment.
- correctly provide the definitions that test subject terminology during assessment.
- successfully complete a subject specific scientific assignment.
- correctly answer the application questions during the assessments opportunities based on case studies and practice-directed questions.
- argue ethically justifiably in class discussions and properly argue the ethically directed questions in assessments.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester.

Assessment plan: Participation mark (50%) and summative assessment (50%).
Method of delivery: Full-time

Module code: FLPX123	Semester 2	NQF level: 5, Credits: 12
TITLE: PHYSIOLOGY FOR PHARMACY IB		
Module outcomes: On completion of the module, the student should have a basic knowledge of the following: <ul style="list-style-type: none"> • muscle tissue, respiration, digestion and absorption of food, lymphatic system and immunology, the cardiovascular system, the kidneys and the regulation of water and inorganic ions; • know and can use the relevant subject terminology; • know the sources in which scientific information on physiology appears; • can apply the acquired basic knowledge in the practice of a future profession; • demonstrate an ethically responsible attitude to human physiology. 		
Assessment criteria: The student demonstrates that the outcomes have been reached if he/she: <ul style="list-style-type: none"> • has adequate knowledge of the work to successfully answer the knowledge questions during the assessment. • can correctly answer the definitions that test knowledge of subject terminology during assessment. • successfully completed a subject specific scientific assignment. • can correctly answer the application questions during the assessment opportunities based on case studies and practice-directed questions. • can argue with ethic accountability in class discussions and properly answer the ethically-directed questions in assessments. 		
Assessment methods - Formal formative: Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.		
Assessment methods – Summative: Exam at end of semester.		
Assessment plan: Participation mark (50%) and summative assessment (50%).		
Method of delivery: Full-time		

Module code: FMSG212	Semester 1	NQF level: 6, Credits: 16
TITLE: PHARMACEUTICS IA		
Module outcomes: After completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • a detailed knowledge and critical understanding of terminology, relevant concepts, rules and underlying theories related to physico-chemical principles as applicable within the field of pharmaceuticals. • the ability to select, evaluate and apply with discernment those physico-chemical principles relevant in different pharmaceutical processes in general and dosage form development in particular. • the correct selection and application of discipline specific methods of scientific inquiry to gather, analyse, evaluate and integrate findings and recommendations on the physico-chemical principles of pharmaceutical important concepts such as states of matter, 		

solubility, ionic equilibrium and chemical reactions and apply evidence-based conclusions to a given context in the field of pharmaceuticals.

- an accurate, coherent and scientific written and verbal communication of relevant findings/recommendations with regards to the applicability of physico-chemical principles in the development of different dosage forms, with understanding and respect for intellectual property conventions, copyright, rules on plagiarism and ethical/legal implications of decisions taken in this field of practice.

Assessment methods - Formal formative:

A maximum of 4 formative assessments; a class participation mark and assessment/evaluation of laboratory/practical work.

Assessment methods – Summative:

1x3 hour 100-mark written assessment during the examination session

Assessment plan:

Formative assessments (to a maximum of): 75%, Participation in class: 5%, Laboratory work: 20%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a “Proof of Participation”, grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).

The participation mark and examination mark (Summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

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

Method of delivery: Full-time

Module code: FMSG223	Semester 2	NQF level: 6, Credits: 16
TITLE: PHARMACEUTICS IB		
<p>Module outcomes:</p> <p>After completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • detailed knowledge of the basic concepts of bioavailability, biopharmaceutics and pharmacokinetics during dosage form design and dispensing; • detailed knowledge of the absorption, distribution, metabolism and elimination (ADME) of orally administered drugs or medicines; • competency to interpret prescriptions and advise patients about the correct use of medicines in order to assure effective drug action; and to communicate scientifically; • competency to identify and communicate factors affecting the optimal use and action of drugs; • competency to identify and assess the effect of factors such as disease state, mass, and age on variations in drug action; • competency to assess and communicate to patients the effect of route of administration of drugs on optimal drug action; and • competency to identify possible factors that may adversely affect the optimal action of drugs and taking the necessary steps to improve or correct the situation. 		
<p>Assessment methods - Formal formative:</p> <p>The following assessment techniques are employed in this module: formative assessments; class participation and practical assessments</p> <p>Assessment methods – Summative:</p> <p>1x 3 hour written assessment (100 marks).</p> <p>Assessment plan:</p>		

<p>4x individual written assessment (totalling): 80% (with no one assessment exceeding 35%), Class participation and practical assessments: 20%</p> <p>The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).</p> <p>The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</p> <p>During the summative assessment an examination sub minimum of 40% is required.</p> <p>A module mark of at least 50% is required to pass the module.</p> <p>Method of delivery: Full-time</p>

Module code: FMSG312	Semester 1	NQF level: 7, Credits: 16
TITLE: PHARMACEUTICS IIA		
<p>Module outcomes:</p> <p>After completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • integrate knowledge, clear understanding and the ability to correctly apply the physicochemical as well as the pharmaceutical microbiological principles, theories and procedures applicable to parenteral and other dosage forms, during the development and quality assurance thereof, including the different methods of sterilization and aseptic technique relevant to the production and handling of sterile dosage forms; • the ability to use knowledge and understanding of the applicable physicochemical and pharmaceutical microbiological principles to correctly develop, formulate, manufacture, administer and store different dosage forms; • systematic knowledge and the ability to correctly apply correct pharmaceutical calculations in order to formulate, dispense and administer medicine via different dosage forms; • the ability to select, evaluate and apply a range of quality control measures and procedures in order to ensure high standards of different dosage forms, maintain product effectiveness and thereby ensure patient safety; • reflection of critical decision making skills and appropriate ethical conduct during the interpretation of prescriptions, formulations and dispensing of all dosage forms, as well as advice to clients regarding selection and use of medicines in order to ensure optimal medicinal therapy; and • accurate and coherent scientific written and verbal communication of relevant reports of related themes regarding dosage forms, with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism. 		
<p>Assessment methods – Summative:</p> <p>1x3 hour written summative assessment (100 marks).</p> <p>Assessment plan:</p> <p>3-4x formal written assessments (20-25% each): xx%, Practical/Laboratory work: xx%</p> <p>The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 35% / 40% required for access to the summative assessment).</p> <p>The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</p> <p>During the summative assessment an examination sub minimum of 40% is required.</p> <p>A module mark of at least 50% is required to pass the module.</p>		

Method of delivery: Full-time

Module code: FMSG322

Semester 2

NQF level: 7, **Credits:** 16

TITLE: PHARMACEUTICS IIB

Module outcomes:

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

- integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply concepts, facts, physicochemical principles, guidelines and theories to different dosage forms and the appropriate routes of drug delivery within the field of dosage form design and development, and an understanding of how that knowledge relates to other fields or practices in pharmacy.
- understanding of contested knowledge within the field of dosage form design and development, and critical evaluation of formulation principles, stability concerns, quality assurance, good manufacturing practices and quality control within the field of dosage form design and development.
- ability to select, evaluate and apply a range of different, but appropriate procedures, scientific methods and pharmaceutical formulas to conduct focused research and resolve problems that will have an effect in drug and dosage form development.
- ability to identify, analyse, critically reflect on and address complex dosage form design and developmental problems and apply evidence-based solutions with theory-driven arguments.
- reflection of all values, ethical conduct and justifiable decision making appropriate to act as adviser (to patients and other members of the health care team) on the choice and use of the appropriate dosage forms to ensure the required outcome of drug therapy, substantially contribute towards maintaining product efficacy, and ensure patient safety.
- accurate and coherent written and verbal communication of practical projects with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism.

Assessment methods - Formal formative:

This module employs the following assessment techniques: formal written assessments, assessment of laboratory work (Report writing and an oral group presentation of pharmaceutical project)

Assessment methods – Summative:

1x3 hour written summative assessment (100 marks)

Assessment plan:

4x formal written assessments (to a total of): 70%, Class attendance and participation: 5%, Class work & tutorials: 5%, Laboratory/Practical work: 20%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

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

Method of delivery: Full-time

Module code: FMSG412	Semester 1	NQF level: 8, Credits: 16
TITLE: PHARMACEUTICS IIIA		
Module outcomes:		
On completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> the ability to integrate and apply foundational scientific knowledge and principles in areas of dosage form design and development (including in the preformulation, formulation, manufacturing, packaging, labelling and evaluation phases); the ability to apply knowledge on the chemical stability and degradation routes of drugs to the determination of the shelf-life and expiration date of medicines (including the application of chemical kinetic principles); the ability to integrate and apply knowledge of product design and formulation to the manufacturing and packaging of medicines and associated pharmaceutical products according to the guide for Good Manufacturing Practices [GMP] and current relevant legislation; define, evaluate, implement and/or manage a Quality Management System (QMS) and Quality Control System (QCS) for the manufacture, packaging, labelling and evaluation of pharmaceutical products on and industrial level; the ability to complete an application for the registration of medicines with the MCC (using supplied or generated information/data). 		
Assessment methods - Formal formative:		
The following methods of assessment are employed in this module: formal written assessment, assessment of project work, group work, ability to do presentations and give oral feedback; assessment of leadership and ability to plan, design, construct, evaluate and reflect.		
Assessment methods – Summative:		
1x3 hour written summative assessment (100 marks).		
Assessment plan:		
3x formal written assessments (@20-25% each): 65%, Class work and assignments: 15%, Practical component (laboratory work): 20%		
The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).		
The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.		
During the summative assessment an examination sub minimum of 40% is required.		
A module mark of at least 50% is required to pass the module.		
Method of delivery: Full-time		

Module code: FNPG421	Semester 2	NQF level: 8, Credits: 32
TITLE: PHARMACEUTICAL PROJECT		
Module outcomes:		
After completion of this module the student should be able to:		
<ul style="list-style-type: none"> explain the principles of qualitative and quantitative research; formulate a research proposal; undertake ethical research that is in line with existing research methodology; and obtain results and draw conclusions from the research and present them verbally and in writing in line with certain research principles. 		

Assessment methods - Formal formative:

The following type of formative assessments are employed in this module: written tests; assessment of a research proposal (written or verbal); laboratory-related assessments; clinical-related assessments; assessment of literature investigations (primarily within a group context).

Assessment methods – Summative:

Presentation of final research project or overview article

Final written research proposal or overview article.

Assessment plan:

The various formative assessments within each of the projects of each subject group are incorporated into a participation mark, whilst an "examination mark" is determined from the presentation and written report/overview article.

A module mark is calculated from these 2 components (participation mark and "examination mark" in a 1:1 ratio).

No formal written summative exam during the formal examination session.

A module mark of at least 50% is required as a pass rate for this module.

Method of delivery: Full-time

Module code: FNSM111

Semester 1

NQF level: 5, Credits: 18

TITLE: FUNDAMENTAL NURSING SCIENCE AND PRACTICALS

Module outcomes:

- Application of the knowledge of physiological needs in assessing and planning for the care of individuals, families and communities.
- Utilization of the nursing process in meeting the physiological human needs.

Method of delivery: Full-time

Module code: FNSM122

Semester 2

NQF level: 5, Credits: 18

TITLE: FUNDAMENTALS OF NURSING SCIENCE AND PRACTICALS

Module outcomes:

- Application of the knowledge of safety and security, love and belonging, self-esteem and self-actualization needs in assessing and planning for the care of individuals, families and communities.
- Identification of hazards that individuals, families and communities are faced with.
- Utilization of the nursing process in meeting the human needs and preventing occurrence of these hazards.

Method of delivery: Full-time

Module code: FPG121

Semester 2

NQF level: 5, Credits: 12

TITLE: CLINICAL PHARMACY IB

Module outcomes:

After completion of this module the student must be able to:

- demonstrate thorough knowledge of general anatomical terminology (regional, systemic, clinical, position, planes, relationships, movement, and variations) by applying that knowledge in problem solving;
- produce evidence of a thorough knowledge of human anatomy and use it confidently in analyses and evaluations of scenarios and sets of facts;
- participate successfully in group work and take control if necessary;

- collect information, verify it and contain it in the form of a report in order to communicate it to an audience with the use of IT equipment; and
- act ethically correctly on the basis of an established value system.

Assessment methods - Formal formative:

Formative assessments include group activities, individual assignments and assessments (both prepared and unprepared), laboratory/practical work and practical assignments.

Assessment methods – Summative:

1x2 hour written assignment (70-75 marks) during the formal examination session

Assessment plan:

3x Individual assessments (to a total of): 70%, Practical/Laboratory work (assignments and assessments): 15%, Individual assignments and group activities: 10%, Class attendance: 5%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 35% / 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

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

Method of delivery: Full-time

Module code: FPG211	Semester 1	NQF level: 6, Credits: 16
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TITLE: CLINICAL PHARMACY IIA

Module outcomes:

After completion of this module, the student should be able to:

- define and distinguish between pathology and disease, as well as morbidity and mortality;
- use basic descriptive vocabulary of disease processes (medical terminology);
- define, understand, and discuss human diseases as an alteration of normal structure and function (as learned from anatomy and physiology), e.g., state that pathologic change is represented by abnormal structure and function. The abnormality may be grossly obvious or sub-cellular and molecular;
- demonstrate thorough knowledge of general pathological processes such as acute and chronic inflammatory reactions, reactions related to hypersensitivity,
- circulatory interferences and cell reactions to injuries by applying that knowledge in problem solving;
- correlate the concepts and underlying general pathology with specific diseases in different organ systems, e.g., inflammatory reactions are similar whether in the heart, lungs, or other organ system;
- infer the interdependence of anatomic and functional systems, e.g., pituitary and thyroid, heart and lungs, prostate/bladder/kidney and recognize the sequence of events when one part is affected;
- interpret common terms used in clinical medicine and pathology and the
- frequently used suffixes and prefixes, e.g. -itis,-emia, dys-(as in dysplasia), etc.;
- participate successfully in group work and take control if necessary;
- collect information, verify it and contain it in the form of a report in order to communicate it to an audience with the use of IT equipment;
- act ethically correct on the basis of an established value system.

<p>Assessment methods - Formal formative: Assessment methods include: group activities, independent assignments, practical work, formal assessments (prepared and unprepared) and a practical test.</p> <p>Assessment methods – Summative: 1x 3 hour summative assessment (100 marks) during the examination session.</p> <p>Assessment plan: 3x formative assessments (individual): 60%, Class attendance & participation: 15%, Practical/Laboratory work: 25%</p> <p>The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a “Proof of Participation”, grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).</p> <p>The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</p> <p>During the summative assessment an examination sub minimum of 40% is required. A module mark of at least 50% is required to pass the module.</p> <p>Method of delivery: Full-time</p>
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Module code: FPG221	Semester 2	NQF level: 6, Credits: 8
TITLE: CLINICAL PHARMACY IIB		
<p>Module outcomes: After completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • practise pharmaceutical care within the scope of the diagnostic and laboratory testing, by means of the application of skills and the interpretation of clinical test results; • demonstrate knowledge which will make him/her competent to render primary health care services in the pharmacy; • implement the pharmaceutical care principles in practice and to manage them according to the standards of the SAPC; • professionally practise the profession by means of good communication skills and ethical conduct. 		
<p>Assessment methods - Formal formative: The following assessment methods are employed in this module: class tests & tutorials</p> <p>Assessment methods – Summative: 1x2 hours written summative assessment (70-75 marks).</p> <p>Assessment plan: 2x formal written assessments (@2x25% each): 50%, Assessment of participation and evaluation of practical works & laboratory skills: 50%</p> <p>The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a “Proof of Participation”, grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).</p> <p>The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</p> <p>During the summative assessment an examination sub minimum of 40% is required. A module mark of at least 50% is required to pass the module.</p> <p>Method of delivery: Full-time</p>		

Module code: FPG312	Semester 1	NQF level: 7, Credits: 16
TITLE: CLINICAL PHARMACY IIIA		
<p>Module outcomes: After completion of this module the student should:</p> <ul style="list-style-type: none"> • possess a deeply founded knowledge of the disease states and identify the typical symptoms of the disease state and to demonstrate the importance of the conditions to the practicing pharmacist; • know the etiology (causes) and pathophysiology of the various disease states (conditions); • be capable to take a patient history in such a way to critically evaluate the diagnosis and treatment regime; • treat patient with dignity and respect; • prove that he or she practices on a sound ethical basis; • be capable to furnish practical patient advice, including advice regarding the disease and the correct and safe use of medicine supplied and to communicate with empathy to the patient. 		
<p>Assessment methods - Formal formative: The following types of assessments are employed in this module: formal (written) assessments; assessments of tutorials and practical work done in a laboratory.</p> <p>Assessment methods – Summative: 1x3 hour (written) assessment (100 marks).</p> <p>Assessment plan: 3x formal (written) assessments (to a total of): 50%, Assessment of participation in tutorials and practical/laboratory work: 50%</p> <p>The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a “Proof of Participation”, grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).</p> <p>The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</p> <p>During the summative assessment an examination sub minimum of 40% is required. A module mark of at least 50% is required to pass the module.</p>		
Method of delivery: Full-time		

Module code: FPG322	Semester 2	NQF level: 7, Credits: 16
TITLE: CLINICAL PHARMACY IIIB		
<p>Module outcomes: After completion of this module the student should:</p> <ul style="list-style-type: none"> • possess a profound knowledge of the diseases; • be able to identify the typical symptoms of the diseases; • be able to demonstrate the significance of the conditions to the practising pharmacist; • know the etiology (causes) of the various diseases (conditions); • be capable of taking a patient history in such a way as to make a differential diagnosis and draw up a treatment regime; • treat patients with dignity and respect; • prove that they practise on a sound ethical basis; 		

- be capable of furnishing practical patient advice, including advice on the disease, the correct and safe use of medicine supplied and to communicate with to the patient with empathy.

Assessment methods - Formal formative:

The following assessment methods are employed in this module: Class tests, assignments (individual and groups) and participation in tutorials/practical work

Assessment methods – Summative:

1x3 hour (written) summative assessment (100 marks).

Assessment plan:

3-4x formal (written) assessments (to a total of): 50%, Tutorials and Practical/laboratory work: 50%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a “Proof of Participation”, grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

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

Method of delivery: Full-time

Module code: FPG412	Semester 1	NQF level: 8, Credits: 16
TITLE: CLINICAL PHARMACY IVA		
Module outcomes:		
After completion of this module the student should be able to:		
<ul style="list-style-type: none"> • understand the environment of pharmacotherapy within the context of the pharmaceutical care plan; • follow a pathophysiological approach in an understanding of pharmacotherapy; • demonstrate sound knowledge regarding critical knowledge used in the decision making concerning drug therapy in the clinical environment; • have at your disposal adequate knowledge regarding the use of medication; • apply in practice the principles of pharmacotherapy by developing a pharmaceutical care plan; and • demonstrate competency by applying pharmacotherapy information via effective communication and ethical conduct. 		
Assessment methods - Formal formative:		
Knowledge, skills and competencies relevant to the content and outcome of the module is assessed by means of formal written assessments, tutorials, class assignments and attendance of and participation in contact sessions and practical or laboratory work.		
Assessment methods – Summative:		
1x3 hour written summative assessment (100 marks)		
Assessment plan:		
3x written assessments (to a total of): 50%, Practical work and tutorials: 50%		
The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a “Proof of Participation”, grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).		
The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.		

During the summative assessment an examination sub minimum of 40% is required.
A module mark of at least 50% is required to pass the module.

Method of delivery: Full-time

Module code: FPKG112

Semester 1

NQF level: 5, Credits: 12

TITLE: PHARMACY PRACTICE IA

Module outcomes:

After completion of this module the student must be able to:

- demonstrate knowledge and informed understanding of key terms, concepts, principles and criteria of relevant rules to the field of medicine management of theory in this field;
- select , order, procure, store, distribute, pre-pack and dispose of medicine as indicated in the medicine management cycle;
- gather, in a professional and ethical manner, relevant information on patients, analysing data and evaluating patients against standards of pharmaceutical care, communicating findings via applicable media;
- understand and apply the National Drug Policy and Good Pharmacy Practice, in accordance with the acceptable professional conduct of a Pharmacist; and
- to operate as part of a group and make appropriate contributions to observation reports founded in evidence based theory.

Assessment criteria:

After completion of this module the student must be able to demonstrate:

- knowledge and informed understanding of key terms, concepts, principles and criteria of relevant rules to the field of medicine management of theory in this field;
- ability to select , order, procure, store, distribute, pre-pack and dispose of medicine as indicated in the medicine management cycle;
- gather, in a professional and ethical manner, relevant information on patients, analysing data and evaluating patients against standards of pharmaceutical care, communicating findings via applicable media;
- understanding and application of the National Drug Policy and Good Pharmacy Practice, in accordance with the acceptable professional conduct of a Pharmacist; and
- the ability to operate as part of a group and make appropriate contributions to observation reports founded in evidence based theory.

Assessment methods - Formal formative:

A mixture of the following types of assessments are employed in this module: Individual written assessments; Class attendance and participation; Practical assignments (group work); Assessment of work-related videos (group activity)

Assessment methods – Summative:

1x2 hour written assessment (75-80 marks) during formal assessment period (examination session)

Assessment plan:

Formative written assessments (x2): 50%, Class attendance (3 max): 10%, Practical assignment (x2): 20%, Video assessments (x2): 10%, Individual practical assessment: 10%
The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 35% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module
Method of delivery: Full-time

Module code: FPKG113	Semester 1	NQF level: 5, Credits: 12
TITLE: PHARMACY PRACTICE IB		
Module outcomes: After completion of this module the student should be able to:		
<ul style="list-style-type: none"> • demonstrate knowledge and an informed understanding of the underlying social and behavioural principles and theories relevant to the patient's illness perspective and experience and pharmaceutical care; • integrate and apply foundational social and behavioural principles and knowledge regarding the patient's illness perspective to be able to provide pharmaceutical care; • distinguish, evaluate and solve routine or new problems relevant to the patient's illness perspective and pharmaceutical care in familiar contexts, and to apply the necessary solutions; and • operate as part of a group or team to make appropriate contributions in order to successfully complete a task or project, taking co-responsibility for learning progress and the outcome achievement of the group. 		
Assessment methods - Formal formative: Written assessments (individual), Class attendance (individual), PowerPoint presentation (group work) Patch-Adams group presentation (group work), Pharmaceutical Care project integrated with the Allegra program (individual)		
Assessment methods – Summative: 1x2 hour written assessment (75-80 marks) during formal examination period		
Assessment plan: 3x written assessments (to a total of): 70%, Class attendance (Roll-call): 5%, PowerPoint presentation: 5%, Patch-Adams presentation: 5%, Pharmaceutical Care project(integrated with the Allegra program): 15%		
The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 35% required for access to the summative assessment).		
The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.		
During the summative assessment an examination sub minimum of 40% is required.		
A module mark of at least 50% is required to pass the module		
Method of delivery: Full-time		

Module code: FPKG211	Semester 1	NQF level: 6, Credits: 16
TITLE: PHARMACY PRACTICE IIA		
Module outcomes: After completion of this module the student should be able to:		
<ul style="list-style-type: none"> • demonstrate detailed knowledge and understanding of key terms, concepts, facts, principles, rules, theories, etc. regarding interpersonal communication of a pharmacist in a health context and how this knowledge relates to applicable knowledge regarding behaviour change within the field of health and the provision of pharmaceutical care. 		

- demonstrate, select, evaluate and apply with discernment those applicable communication skills and strategies to solve fundamental problems in a defined environment in the field of interpersonal health communication.
- identify and solve interpersonal communication problems in unfamiliar health contexts and to apply the solutions in such a way that it supports pharmaceutical care.
- demonstrate an understanding of the ethical implications of decisions, actions and practices specifically relevant to the pharmacist-patient relationship.
- monitor your own learning progress regarding the acquisition of communication skills as well as apply relevant learning strategies, known and new resources to successfully realise all outcomes of this module.
- Although you will be expected to master the basic principles and the theory, one of the most important objectives is the continued improvement of your communication skills. If you experience problems with this, it is important that you bring it to the attention of the lecturer.

Assessment methods - Formal formative:

The following types of assessments are employed in this module: Videos of individuals and groups assessing competencies, analysis of own videos and transcriptions, narrative, portfolio of group (including class work), peer evaluation of group videos, formative assessments (written tests), and attendance and participation in class and practical activities.

Assessment methods – Summative:

1x3 hour written summative assessment (100 marks).

Assessment plan:

2x formal written assessments (to a max of): 60%, Individual assignments: 20%, Group assignments: 20%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

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

Method of delivery: Full-time

Module code: FPKG221	Semester 2	NQF level: 6, Credits: 8
TITLE: PHARMACY PRACTICE IIB		
Module outcomes:		
After completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> • a detailed knowledge and understanding of a) the laws affecting applicable to the practice of Pharmacy in South Africa, with special reference to the Pharmacy Act, 1974 (Act 53 of 1974), as amended, and the Medicines and Related Substances Control Act, 1965 (Act 101 of 1965), as amended, and b) the origin and development of, and critical understanding of the necessity of and motivation behind, the passing of such laws and regulations; • the ability to select, interpret, motivate and apply with discernment those laws and regulations applicable to the solving of familiar and unfamiliar contextual and fundamental problems in the field of Pharmacy Practice, offering appropriate solutions from a sound judicial perspective; 		

- an understanding of the ethical implications of decisions, actions and practices specifically relevant to legalities associated with Pharmacy as occupation, and the skill to implement the legal requirements applicable to the Pharmacist in practice.

Assessment methods - Formal formative:

The following methods of assessments are used in this modules: standard written assessments (class tests); assessment of class preparation; assignments; simulation practicals & group work.

Assessment methods – Summative:

1x2 hour written summative assessment (70-75 marks).

Assessment plan:

2x formal written assessments (225% each): 50%, 1x Assignment + preparation for classes: 25%, Practical examination: 25%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a “Proof of Participation”, grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

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

Method of delivery: Full-time

Module code: FPKG313	Semester 1	NQF level: 7, Credits: 16
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TITLE: PHARMACY PRACTICE IIIA

Module outcomes:

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

- provide advice in health promotion, disease prevention and disease management in terms of the use of medicinal and non-medicinal options.
- design tools to inform the public on health care and life style, in health promotion, disease prevention, disease management and medicine usage, in addition to enabling the recognition and management of risk factors.
- offer promotive health services in terms of current health policy, epidemiological information and current legislative requirements.
- assist the public to recognise and manage health risk factors in terms of medication and disease states.
- use screening tests to assist in counselling, therapeutic intervention, referral and early detection of disease.
- keep appropriate records and monitor therapeutic outcomes.

Assessment methods - Formal formative:

The following types of assessment are used in this module: formal written assessments; assessments based on class attendance and participation, unscheduled class tests, assignments and practical/laboratory work (attendance/reflection/presentation & Pharmaceutical Care Plan).

Assessment methods – Summative:

1x3 hour written summative assessment (100 marks).

Assessment plan:

3x formal written assessments (to a max. of): 50%, Class participation: 10%, Practical/Laboratory work: 40%

<p>The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a “Proof of Participation”, grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).</p> <p>The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</p> <p>During the summative assessment an examination sub minimum of 40% is required. A module mark of at least 50% is required to pass the module.</p>
<p>Method of delivery: Full-time</p>

Module code: FPKG324	Semester 2	NQF level: 7, Credits: 8
TITLE: PHARMACY PRACTICE IIIIB		
<p>Module outcomes:</p> <p>After completion of this module, the student will demonstrate the following:</p> <ul style="list-style-type: none"> • integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply principles and procedures of managed healthcare instruments and information systems to different areas of decision-making within the field of healthcare management; • ability to select, evaluate and apply a range of different but appropriate procedures and principles and scientific methods of qualitative and quantitative enquiry to do focused research and resolve problems that will effect change within practice; • ability to identify, analyse, critically reflect on and address complex health- and medicine-related problems in the field of managed healthcare, and apply evidence-based solutions with theory-driven arguments; and • accurate and coherent written and verbal communication by means of appropriate technologies, of the results of a team project completed in managed healthcare practice keeping in mind rules on copyright and plagiarism. 		
<p>Assessment methods – Formal formative:</p> <p>The following assessment methods are used in this module: formal written assessments; assessments of assignments and class participation and preparation for contact sessions.</p> <p>Assessment methods – Summative:</p> <p>1x2 hour written summative assessment (70-75 marks).</p> <p>Assessment plan:</p> <p>3x written assessments (@25% each): 75%, Class assignments: 10%, Class participation: 5%, Preparation for contact sessions: 10%</p> <p>The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a “Proof of Participation”, grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).</p> <p>The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</p> <p>During the summative assessment an examination sub minimum of 40% is required. A module mark of at least 50% is required to pass the module.</p>		
<p>Method of delivery: Full-time</p>		

Module code: FPKG414	Semester 1	NQF level: 8, Credits: 16
TITLE: PHARMACY PRACTICE IVA		
Module outcomes:		
On completion of this module students should possess:		
<ul style="list-style-type: none"> • integrated knowledge of and engagement in basic financial- and human resource management principals and critical understanding and application of these principles relevant to the monitoring function of a manager of pharmacy practice; • an ability to critically interrogate multiple sources on knowledge within the field of general pharmacy practice management, and critically analyse, evaluate and apply such knowledge; • the ability to apply and critically judge the professional practice standards related to the general management of pharmacy practice and to effect change in conduct where necessary; • understanding and transfer of the complex theoretical concepts related to general pharmacy management in the practice of a pharmaceutical environment via analysis and solving of complex and hypothetical case studies; and • operate effectively within a system and manage a group/system in order to adhere to quality improvement strategies relevant to the field of management, monitoring the progress of the group and taking responsibility for related quality matters. 		
Assessment methods - Formal formative:		
The module employ individually written class tests; group assessment on class preparation and individual; attendance of contact sessions and practicals as formative assessment methods.		
Assessment plan:		
3x written assessments (between 10-20% each): 50%, 7-8x individual weekly preparation tests: 20%		
7-8x group/team preparation: 20%, 10x Attendance and participation of contact sessions and practicals : 10%		
The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).		
The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.		
During the summative assessment an examination sub minimum of 40% is required.		
A module mark of at least 50% is required to pass the module.		
Method of delivery: Full-time		

Module code: GNSM111	Semester 1	NQF level: 5, Credits: 24
TITLE: GENERAL NURSING SCIENCE I AND PRACTICALS		
Module outcomes:		
<ul style="list-style-type: none"> • Learners should be able to assess, diagnose, plan, implement and evaluate the management of patients with respiratory conditions. • Relate the clinical manifestations of the respiratory conditions to the patho-Physiology. • Advise individuals, families and the communities regarding the promotive and preventive measures of the respiratory conditions. • Demonstrate the knowledge of causes, contributory and potential problems of the respiratory conditions 		
Method of delivery: Full-time		

Module code: GNSM122	Semester 2	NQF level: 5, Credits: 18
TITLE: GENERAL NURSING SCIENCE I AND PRACTICALS		
Module outcomes:		
<ul style="list-style-type: none"> • Learners should be able to assess, diagnose, plan, implement and evaluate the management of patients with skeleto-muscular and immunity conditions. • Relate the clinical manifestations of the skeleto-muscular and immunity conditions to the patho physiology. • Advise individuals, families and the communities regarding the promotive and preventive measures of the skeleto-muscular and immunity conditions. • Demonstrate the knowledge of causes, contributory and potential problems of the skeleto-muscular and immunity conditions. • Provide pre, intra and post-operative nursing care and care for those under anaesthesia. 		
Method of delivery: Full-time		

Module code: GNSM211	Semester 1	NQF level: 7, Credits: 12
TITLE: GENERAL NURSING SCIENCE II AND PRACTICALS		
Module outcomes:		
<ul style="list-style-type: none"> • Apply the nursing process on patient with musculoskeletal and immunity disorders • Apply the nursing process in the nursing care of a patient going to theatre. • Demonstrate the knowledge of anatomy and physiology of musculoskeletal and immune systems in the management of their conditions • Relate the clinical manifestations of the skeleton-muscular and immunity conditions to pathophysiology. • Advise individuals, families and communities regarding the promotive and preventive measures of musculoskeletal and immunity conditions and theatre nursing. • Perform cooperatively and effectively with the team members in the caring of patients with. • Identify and solve problems in which responses display that responsible decision making using critical and creative thinking have been made. • Organize and manage oneself and one's activities responsibly and effectively. • Work effectively with others as a member of a team, group, organization or community • Collect, analyse, organise and critically evaluate information • Communicate effectively with others using visual, or language skills in the modes of oral or written presentation. 		

- Demonstrate an understanding of the world as a set of related systems by recognizing that problem solving context do not exist in isolation
- Use science and technology effectively and critically, showing responsibility towards the environment and the health of others'

Method of delivery: Full-time

Module code: GNSM222	Semester 2	NQF level: 7, Credits: 12
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TITLE: GENERAL NURSING SCIENCE II AND PRACTICALS

Module outcomes:

- Learners should be able to assess, diagnose, plan, implement and evaluate the management of patients with skeleto-muscular and immunity conditions.
- Relate the clinical manifestations of the skeleto-muscular and immunity conditions to the patho physiology.
- Advise individuals, families and the communities regarding the promotive and preventive measures of the skeleto-muscular and immunity conditions.
- Demonstrate the knowledge of causes, contributory and potential problems of the skeleto-muscular and immunity conditions.
- Provide pre, intra and post-operative nursing care and care for those under anaesthesia.

Method of delivery: Full-time

Module code: GNSM311	Semester 1	NQF level: 7, Credits: 12
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TITLE: GENERAL NURSING SCIENCE III AND PRACTICALS

Module outcomes:

- Application of leadership theories and styles to manage health care units.
- Demonstration of effective leadership skills in the management of health care units.
- Application of the leadership process for effective management of health care services.

Method of delivery: Full-time

Module code: GNSM321	Semester 2	NQF level: 7, Credits: 18
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TITLE: GENERAL NURSING SCIENCE III AND PRACTICALS

Module outcomes:

- Application of organisational culture and climate to manage health care units.
- Demonstration of effective management processes in the management of health care units.
- Application of the decision-making processes and conflict resolution through effective utilization of human, material and financial resources.
- Debate ethical issues in health care settings.

Method of delivery: Full-time

Module code: HMDC111	Semester 1	NQF level: 5, Credits: 12
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TITLE: SUPPLEMENTATION AND ENERGY SYSTEMS

Module outcomes:

- After successful completion of this module, the student should be able to demonstrate:
- basic knowledge to identify the different energy systems

<ul style="list-style-type: none"> • an informed understanding on how different components affect the delivery of energy during various sporting codes; • the ability to differentiate between the different categories of supplements; • acquired knowledge to report and discuss the ethical implications found in sport
<p>Assessment criteria: Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • apply the basic knowledge to identify the different energy systems • identify the different components that affect the delivery of energy during various sporting codes; • differentiate between the different categories of supplements; • use the acquired knowledge to report and discuss the ethical implications found in sport. <p>Assessment methods - Formal formative: Class tests, Assignments, Class debate</p> <p>Assessment methods – Summative: Theory exam</p> <p>Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%</p> <p>Method of delivery: Full-time</p>

Module code: HMDC112	Semester 1	NQF level: 5, Credits: 12
TITLE: LONG TERM ATHLETE DEVELOPMENT		
<p>Module outcomes: On completion of the module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • comprehensive understanding of the key factors in Long-term athlete development; • fundamental knowledge of the stages of Long-term athlete development; • the ability to apply the correct terminology with regards to long-term athlete development 		
<p>Assessment criteria: Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • evaluate the training phases in long-term athlete development; • apply the correct terminology regarding long-term athlete development; • compile a periodization plan <p>Assessment methods - Formal formative: Class tests, Assignments</p> <p>Assessment methods – Summative: Theory exam</p> <p>Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%</p> <p>Method of delivery: Full-time</p>		

Module code: HMDC121	Semester 2	NQF level: 5, Credits: 12
TITLE: BASIC ANATOMY AND SPORT PHYSIOLOGY		
<p>Module outcomes: On completion of the module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • fundamental knowledge in defining and applying different anatomic principles; • informed understanding of the anatomic structures; • the ability to identify, analyse and evaluate sport physiological problems; 		

- ethical and professional behaviour in proposing solutions in the conditioning program to improve performance.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- define and apply different principles in the identification and description of the various skeletal- and muscular structures;
- apply basic knowledge and understanding of facts, key terms, principles, rules and theories of obesity, resistance and interval training as well as exercise equipment and techniques
- identify and describe the anatomic structures of the different bones (skeletal system) and joints (articular system), as well as the primary muscles (muscular system);
- formulate physiological funded solutions to evaluate weight loss and conditioning programs to improve performance;
- act in an ethical and professional manner when conducting conditioning programs

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theory exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Method of delivery: Full-time

Module code: HMDC211	Semester 1	NQF level: 6, Credits: 8
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TITLE: INTRODUCTION TO SPORT INJURIES

Module outcomes:

On completion of the module, the student should be able to demonstrate:

- comprehensive understanding of a multi-disciplinary approach to acute sport injuries;
- profound knowledge and understanding of common musculo-skeletal injuries and conditions,
- fundamental knowledge of incidence, symptoms and possible causes of common musculo-skeletal injuries;
- the ability to recognise possible signs and symptoms indicating emergency medical attention, acute management and possible further investigation or referral of the injured patient

Assessment criteria:

Students have mastered the outcomes if they are able to:

- apply a comprehensive understanding of a multi-disciplinary approach to acute sport injuries;
- demonstrate a profound knowledge and understanding of common musculo-skeletal injuries and conditions,
- identify incidence, symptoms and/or possible causes of common musculo-skeletal injuries;
- recognise possible signs and symptoms indicating emergency medical attention, acute management and further investigating or referral of the patient.

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theory exam

Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%
Method of delivery: Full-time

Module code: HMDC212	Semester 1	NQF level: 6, Credits: 16
TITLE: SPORT SPECIFIC PERCEPTUAL SKILLS		
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • detailed knowledge on the various perceptual skills in sport; • informed explanations of the visual system in conjunction with the path of visual information and gaze behaviours, as well as the effect thereof on performance • fundamental knowledge in perceptual skill training; • the ability to evaluate existing interventions, methods and equipment utilised in the perceptual expertise with regard to pattern recognition, attentional focus, and sport vision 		
Assessment criteria: Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> • demonstrate a thorough understanding of the different perceptual skills utilised in sport; • explain the integration of various perceptual skills and the effect thereof on performance; • apply fundamental knowledge to identify important perceptual skills; • compile a perceptual training program based on scientific evidence 		
Assessment methods - Formal formative: Class tests, Assignments		
Assessment methods – Summative: Theory exam		
Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%		
Method of delivery: Full-time		

Module code: HMDC221	Semester 2	NQF level: 6, Credits: 16
TITLE: GAME ANALYSIS AND PREPARATION		
Module outcomes: On completion of the module the student should be able to demonstrate: <ul style="list-style-type: none"> • basic skills to conduct game analyses; • fundamental knowledge interpret the results; • the ability to conduct performance indicator analysis as well as time motion analyses; • ethical and professional behaviour during the analysis process 		
Assessment criteria: Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> • present proper, analysed video footage; • deliver a structured presentation to a schools' governing body on the need for sport analyses; • act ethical and professional while analysing video footage 		
Assessment methods - Formal formative: Class tests, Assignments, Analyse video footage		
Assessment methods – Summative:		

Theory exam, Practical exam Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%
Method of delivery: Full-time

Module code: HMPA111	Semester 1	NQF level: 5, Credits: 12
TITLE: GAMES SKILLS DEVELOPMENT IN ATHLETICS		
Module outcomes: After successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> • factual knowledge concerning the different aspects of successful athletic coaching, • fundamental knowledge to compile lesson plans and acquiring of skills and rules in athletics; • understanding of effective coaching to coach athletes in order to establish correct techniques in athletics; • ethical and professional behaviour in coaching athletics 		
Assessment criteria: The outcomes have been mastered when the student can: <ul style="list-style-type: none"> • demonstrate how to coach a skill to an athlete by applying the scientific coaching methodology; • apply good communication skills; • identify the characteristics that may influence fault correction of techniques in athletics • act ethically and professional when coaching athletes 		
Assessment methods - Formal formative: Class tests, Assignments		
Assessment methods – Summative: Theory exam, Practical exam		
Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%		
Method of delivery: Full-time		

Module code: HMPA121	Semester 2	NQF level: 5, Credits: 12
TITLE: GAME SKILLS APPLICATION IN ATHLETICS		
Module outcomes: After successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> • fundamental knowledge to coach athletes in the application of skills in competition preparation; • systematic knowledge to coach athletes by applying the scientific coaching methodology; • understanding of the basic terminology to coach athletics • the role of biomechanics in movements in athletic techniques; • ethical and professional behaviour in coaching athletes 		
Assessment criteria: The outcomes have been mastered when the student can: <ul style="list-style-type: none"> • implement and coach different athletics methods and techniques; • analyse the different athletics events scientifically; • identify and remediate common errors occurring in athletics; • demonstrate an ethically and professional attitude in coaching athletes; 		

<p>Assessment methods - Formal formative: Class tests, Assignments</p> <p>Assessment methods – Summative: Theory exam, Practical exam</p> <p>Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%</p> <p>Method of delivery: Full-time</p>
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Module code: HMPA211	Semester 1	NQF level: 6, Credits: 8
TITLE: COACHING SCIENCE PRACTICE IN ATHLETICS 1		
<p>Module outcomes: After successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • fundamental knowledge of biomechanics in movements in athletics techniques; • comprehensive knowledge to implement and coach different athletic methods and techniques; • the ability to analyse and evaluate athletic skills • ethical and professional behaviour in coaching athletics 		
<p>Assessment criteria: The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> • demonstrate analytical and evaluative thinking in the analysis and remediation of athletic skills; • implement and coach different athletic methods and techniques; • collaborate in groups and teams • analyse the different athletics events scientifically and identify and remediate errors; • act ethically and professional when coaching athletes 		
<p>Assessment methods - Formal formative: Class tests, Assignments</p> <p>Assessment methods – Summative: Theory exam, Practical exam</p> <p>Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%</p> <p>Method of delivery: Full-time</p>		

Module code: HMPA221	Semester 2	NQF level: 6, Credits: 16
TITLE: COACHING SCIENCE PRACTICE IN ATHLETICS 2		
<p>Module outcomes: After successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • comprehensive understanding of the nature and essence of an athletics coach's function • fundamental knowledge of what the planning and duties of an athletics coach entails in the off-season and pre-season; • comprehensive knowledge to plan efficient and effective athletics training sessions; • the ability and skills to teach athletes the different techniques and skills in athletics by using appropriate training methods 		
<p>Assessment criteria: The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> • communicate more effectively, credibly, positively and consistently with athletes; • perform the duties as a selector responsibly and competently; 		

- identify four different systems to use to teach skills to athletes;
- develop a positive and sporting attitude to the sport and opponents by setting an example and emphasising values

Assessment methods - Formal formative:

Assignments

Assessment methods – Summative:

Practical exam

Assessment plan:

Module mark consist of: Assignments 60%, Practical Exam 40%

Method of delivery: Full-time

Module code: HMPG211	Semester 1	NQF level: 6, Credits: 8
TITLE: COACHING SCIENCE IN GOLF		
Module outcomes:		
After successful completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> • fundamental knowledge to execute basic Golf skills; • basic knowledge to apply Golf rules; • systematic knowledge and skills to function successfully as a golf coach • ethical and professional behaviour towards players and other staff members. 		
Assessment criteria:		
Students have mastered the outcomes if they are able to:		
<ul style="list-style-type: none"> • apply the laws and regulations of Golf during a tournament; • apply the basic golf rules; • coach basic golf skills to kids; • act ethical and professional towards players and other staff members 		
Assessment methods - Formal formative:		
Class tests, Assignments		
Assessment methods – Summative:		
Theory exam		
Assessment plan:		
Module mark consist of: Participation mark 50%, Exam mark 50%		
Method of delivery: Full-time		

Module code: HMPR111	Semester 1	NQF level: 5, Credits: 12
TITLE: GAMES SKILLS DEVELOPMENT IN RUGBY		
Module outcomes:		
After successful completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> • factual knowledge concerning the different aspects of successful rugby coaching, • fundamental knowledge to compile lesson plans and acquiring of skills and rules in rugby; • understanding of effective coaching to coach rugby players in order to establish correct rugby techniques 		
Assessment criteria:		
The outcomes have been mastered when the student can:		
<ul style="list-style-type: none"> • demonstrate how to coach an individual skill to a rugby player by applying the scientific coaching methodology; • apply good communication skills; 		

<ul style="list-style-type: none"> identify the characteristics that may influence fault correction of individual skills in rugby <p>Assessment methods - Formal formative: Class tests, Assignments</p> <p>Assessment methods – Summative: Theory exam, Practical exam</p> <p>Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%</p> <p>Method of delivery: Full-time</p>

Module code: HMPR121	Semester 2	NQF level: 5, Credits: 12
TITLE: GAME SKILLS APPLICATION IN RUGBY		
<p>Module outcomes: After successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> fundamental knowledge to coach rugby in the application of skills in competition preparation; systematic knowledge to coach rugby by applying the scientific coaching methodology; understanding of the basic terminology to coach rugby the role of biomechanics in movements in rugby skills 		
<p>Assessment criteria: The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> implement and coach different rugby methods and techniques; analyse the different rugby skills scientifically; identify and remediate common errors occurring in rugby; demonstrate an ethically and professional attitude in coaching rugby players; 		
<p>Assessment methods - Formal formative: Class tests, Assignments</p> <p>Assessment methods – Summative: Theory exam, Practical exam</p> <p>Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%</p> <p>Method of delivery: Full-time</p>		

Module code: HMPR211	Semester 1	NQF level: 6, Credits: 8
TITLE: COACHING SCIENCE PRACTICE IN RUGBY 1		
<p>Module outcomes: After successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> fundamental knowledge of biomechanics in movements in rugby skills; comprehensive knowledge to implement and coach different rugby skills and techniques; the ability to analyse and evaluate rugby skills ethical and professional behaviour in coaching rugby 		
<p>Assessment criteria: The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> demonstrate analytical and evaluative thinking in the analysis and remediation of rugby skills; implement and coach different rugby skills and techniques; collaborate in groups and teams 		

- analyse the different rugby skills scientifically and identify and remediate errors;
- act ethically and professional when coaching rugby players

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theory exam, Practical exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Method of delivery: Full-time

Module code: HMPR221	Semester 2	NQF level: 6, Credits: 16
TITLE: COACHING SCIENCE PRACTICE IN RUGBY 2		
Module outcomes:		
After successful completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> • comprehensive understanding of the nature and essence of an rugby coach's function • fundamental knowledge of what the planning and duties of a rugby coach entails in the off-season and pre-season; • comprehensive knowledge to plan efficient and effective rugby training sessions; • the ability and skills to teach rugby players the different techniques and skills by using appropriate training methods 		
Assessment criteria:		
The outcomes have been mastered when the student can:		
<ul style="list-style-type: none"> • communicate more effectively, credibly, positively and consistently with rugby players; • perform the duties as a rugby selector responsibly and competently; • identify four different systems to use to teach skills to rugby players; • develop a positive and sporting attitude to the sport and opponents by setting an example and emphasising values 		
Assessment methods - Formal formative:		
Assignments		
Assessment methods – Summative:		
Practical exam		
Assessment plan:		
Module mark consist of: Assignments 60%, Practical Exam 40%		
Method of delivery: Full-time		

Module code: HMPS111	Semester 1	NQF level: 5, Credits: 12
TITLE: GAMES SKILLS DEVELOPMENT IN SOCCER		
Module outcomes:		
After successful completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> • factual knowledge concerning the different aspects of successful soccer coaching, • fundamental knowledge to compile lesson plans and acquiring of skills and rules in soccer; • understanding of effective coaching to coach soccer players in order to establish correct techniques; • ethical and professional behaviour in coaching soccer 		
Assessment criteria:		
The outcomes have been mastered when the student can:		

- demonstrate how to coach a skill to a soccer player by applying the scientific coaching methodology;
- apply good communication skills;
- identify the characteristics that may influence fault correction of techniques in soccer
- act ethically and professional when coaching soccer players

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theory exam, Practical exam

Assessment plan:

Module mark consist of:

Participation mark 50%

Exam mark 50%

Method of delivery: Full-time

Module code: HMPS121	Semester 2	NQF level: 5, Credits: 12
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TITLE: GAME SKILLS APPLICATION IN SOCCER

Module outcomes:

After successful completion of this module, the student should be able to demonstrate:

- fundamental knowledge to coach soccer players in the application of skills in competition preparation;
- systematic knowledge to coach soccer players by applying the scientific coaching methodology;
- understanding of the basic terminology to coach soccer;
- the role of biomechanics in movements in soccer techniques;
- ethical and professional behaviour in coaching soccer players

Assessment criteria:

The outcomes have been mastered when the student can:

- implement and coach different soccer methods and techniques;
- analyse the different soccer tactics scientifically;
- identify and remediate common errors occurring in soccer;
- demonstrate an ethically and professional attitude in coaching soccer players;

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theory exam, Practical exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Method of delivery: Full-time

Module code: HMPS211	Semester 1	NQF level: 6, Credits: 8
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TITLE: COACHING SCIENCE PRACTICE IN SOCCER 1

Module outcomes:

After successful completion of this module, the student should be able to demonstrate:

- fundamental knowledge of biomechanics in movements in soccer skills;
- comprehensive knowledge to implement and coach different soccer skills and techniques;

- the ability to analyse and evaluate soccer skills
- ethical and professional behaviour in coaching soccer

Assessment criteria:

The outcomes have been mastered when the student can:

- demonstrate analytical and evaluative thinking in the analysis and remediation of soccer skills;
- implement and coach different soccer skills and techniques;
- collaborate in groups and teams
- analyse the different soccer skills scientifically and identify and remediate errors;
- act ethically and professional when coaching soccer players

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theory exam, Practical exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Method of delivery: Full-time

Module code: HMPS221	Semester 2	NQF level: 6, Credits: 16
TITLE: COACHING SCIENCE PRACTICE IN SOCCER 2		
Module outcomes:		
After successful completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> • comprehensive understanding of the nature and essence of a soccer coach's function • fundamental knowledge of what the planning and duties of a soccer coach entails in the off-season and pre-season; • comprehensive knowledge to plan efficient and effective soccer training sessions; • the ability and skills to teach soccer players the different techniques and skills by using appropriate training methods 		
Assessment criteria:		
The outcomes have been mastered when the student can:		
<ul style="list-style-type: none"> • communicate more effectively, credibly, positively and consistently with soccer players; • perform the duties as a soccer selector responsibly and competently; • identify four different systems to use to teach skills to soccer players; • develop a positive and sporting attitude to the sport and opponents by setting an example and emphasising values 		
Assessment methods - Formal formative:		
Assignments		
Assessment methods – Summative:		
Practical exam		
Assessment plan:		
Module mark consist of: Assignments 60%, Practical Exam 40%		
Method of delivery: Full-time		

Module code: HMSA111	Semester 1	NQF level: 5, Credits: 12
TITLE: FUNCTIONAL ANATOMY		
<p>Module outcomes: After successful completion of this module, the student should demonstrate fundamental knowledge of:</p> <ul style="list-style-type: none"> • the different concepts used in anatomy in the identification and description of the different skeletal, articular and muscular structures; • the anatomical structures of the different bones (skeletal system) and joints (articular system), as well as primary muscles (muscular system) and differentiate which structures (skeletal-, articular and muscular systems) can be identified in a superficial examination of the body; • the functions of each of the structures (bones, bursae, muscles and ligaments) which constitute the articular system; • the origins(s), implant(s) and action(s) that are found in the primary muscles of the neck, pectoral girdle, humerus, radius, ulna, hand, spine, abdomen, femur, tibia, fibula and foot. 		
<p>Assessment criteria: The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> • use the fundamental knowledge of anatomical concepts to describe position, structures and movement in the skeletal, articular and muscular systems. • identify the different structures in the skeletal-, articular- and muscular systems both orally from models and real human samples and in writing. • describe functions of bony and soft tissue structures in the articular systems both orally and in writing. • describe in writing and practically indicate the origin(s) and insertion(s) of primary muscles, and practically demonstrate primary muscle functions in the human body. <p>Assessment methods - Formal formative: Practical group assignments after each practical sessions, Written class test on each study unit</p> <p>Assessment methods – Summative: 1 individual practical examination, 1 theoretical examination</p>		
Method of delivery: Full-time		

Module code: HMSA121	Semester 2	NQF level: 5, Credits: 12
TITLE: APPLIED ANATOMY		
<p>Module outcomes: After successful completion of this module, the student should:</p> <ul style="list-style-type: none"> • convey fundamental knowledge of the primary nerves and blood supply (vessels) that are important in the human body and apply this knowledge to determine the functions of each of these structures on the muscular system. Also differentiate which of these structures can be identified in a superficial examination of the human body; • be able to implement knowledge of muscular functions in order to perform handdrolic tests for primary muscle movement in the human body; • demonstrate the ability to analyse primary multi-joint movements (such as crawling and walking) by applying the basic knowledge of musculoskeletal anatomy, as well as indicating the different muscular systems working as units in the kinetic chain during the execution of the mentioned multi-joint movements; 		

- indicate in your engagement with anatomy, anatomical samples and clients that there is an underlying, established value system and that conduct takes place ethically correct and within desired parameters.

Assessment criteria:

The outcomes have been mastered when the student can:

- identify the primary nerves and blood vessels in writing and on models or actual human samples;
- demonstrate an informed understanding of muscular anatomy by using handdrolic tests to practically evaluate different muscle functions;
- use knowledge regarding muscular function to analyse and describe muscle function during different stages of primary multiple-joint movements;
- engage in practical sessions in a respectful manner and act in a professional manner while performing muscle testing and analysing movement patterns.

Assessment methods - Formal formative:

Written class test on nerve and blood supply. Practical group assessments on superficial structures, handdrolic testing and movement analysis. Assignment on describing different muscle functions during the stages of multi-joint movements.

Assessment methods – Summative:

Practical examination demonstrating handdrolic muscle tests. Theoretical examination on nerve and blood supply, as well as multiple-joint movements

Method of delivery: Full-time

Module code: HMSB321	Semester 2	NQF level: 7, Credits: 24
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TITLE: APPLIED BIOKINETICS

Module outcomes:

After successful completion of this module, the student should:

- have an understanding and detailed knowledge about imaging and surgical procedures of orthopaedic conditions and understand the ethical implications of decisions, actions and practices in accordance with the code of conduct/rules of practice
- select, apply and interpret functional and/or objective assessment measurements for the return to play (sport) after an injury/surgical procedure or return to physical all day activities
- be able to write an applicable exercise programme based on assessment results.
- have a detailed knowledge and understanding of clinical exercise testing, interpretation and exercise prescription.
- be able to perform clinical exercise testing, interpret the outcome/s and write an applicable exercise prescription. Indicate in your engagement with anatomy, anatomical samples and clients that there is an underlying, established value system and that conduct takes place ethically correct and within desired parameters.

Assessment criteria:

The outcomes have been mastered when the student can:

- give an thorough explanation on surgical procedures of orthopaedic conditions and imaging and are able to distinguish between certain procedures and imaging and explain the ethical implications of decisions, actions and practices in accordance with the code of conduct/rules of practice
- can select the appropriate functional and/or objective assessment for return to play or return to physical all day activities and is able to perform the test correctly and give clear instructions to the patient.

- interpret the testing findings and write an appropriate exercise prescription for the person.
- can perform clinical exercise testing, interpret the findings and compile an appropriate exercise prescription for the person.

Assessment methods - Formal formative:

Written class tests on clinical exercise testing and program prescription. Written class tests on functional and objective assessment theories. Group work demonstrating knowledge of various exercise techniques.

Group work demonstrating knowledge of application of functional and objective assessments and clinical testing.

Assessment methods – Summative:

Practical evaluation of clinical exercise testing. Practical evaluation on functional and objective assessment measurements. Practical testing of clinical programme prescription and demonstration of exercises. Practical evaluation in form of an osce regarding reports, imaging and surgical procedures.

Method of delivery: Full-time

Module code: HMSB471	Semester 1 & 2	NQF level: 8, Credits: 32
TITLE: APPLIED BIOKINETIC PRACTICE		
<p>Module outcomes:</p> <p>After successful completion of this module, the student should:</p> <ul style="list-style-type: none"> • demonstrate specialised theoretical and practical knowledge, critical understanding and techniques for the implementation of Biokinetics relevant to practice and management; • proof an ability to critically interrogate multiple sources of applied knowledge within the field of Biokinetics, and clinically evaluate and review assessments, professional applications, clinical solutions and the manner in which the applied knowledge was produced and interpreted; • demonstrate an understanding of the complex nature of knowledge transfer from clinical evaluation, diagnosing and application procedures and techniques in Biokinetics to address applicable intervention modalities and scientific methods of enquiry in different populations within Biokinetics scope of practice that contribute to positive change within the outcome; • operate effectively within a multi-disciplinary context and demonstrate logical and critical understanding of the roles of all components of this system in order to solve Biokinetics-related problems, monitoring the progress of the team/group/process and taking responsibility for task outcomes and application of appropriate resources. 		
<p>Assessment criteria:</p> <p>The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> • constitute and justify a business plan for a Biokinetics practice; • provide a written proof of patient reports form the basis of clinical applications within the context of applications; • use acquired knowledge and understanding obtained from clinical evaluations, diagnoses and application procedures and techniques to reach positive outcomes; and • identify the scope of practice, professional relationship and approach within the multi-disciplinary team. <p>Assessment methods - Formal formative:</p> <p>Present a business plan for a Biokinetics practice, Patient reports, Supervisor reports, Clinical record keeping, Patient reports</p> <p>Assessment methods – Summative:</p>		

Present a business plan for a Biokinetics practice, Present a portfolio on the assessment criteria, Practical examination
Method of delivery: Full-time

Module code: HMSB472	Semester 1 & 2	NQF level: 8, Credits: 32
TITLE: BIOKINETIC PRACTICE AND COMMUNITY SERVICE		
Module outcomes:		
After successful completion of this module, the student should:		
<ul style="list-style-type: none"> • demonstrate specialised theoretical and practical knowledge, understanding and values of applied Biokinetics acts within health, wellness, sport and optimal performance in the public and community; • be able to implement and manage health policy, health systems and structures, capacity building and interdisciplinary healthcare as required in South African legislation. • have proper insight into related public health policies, relevant legislative obligations, general practices according to human rights principles and the constitution. • apply specialised knowledge, understanding, skills and attitudes related to health promotion, health education and health related aspects of exercise and physical activity in individual, community and work context. • plan, implement and interpret a variety of different evaluation protocols for different individuals and groups in therapeutic and recreational contexts. • implement appropriate and scientifically based therapeutic recreation programmes for different groups/populations. 		
Assessment criteria:		
The outcomes have been mastered when the student can:		
<ul style="list-style-type: none"> • provide written proof on the application of Biokinetics acts within health, wellness, sport and optimal performance in the public and community ; • identify certain shortcomings and problems with regards to health management and policies, health systems and structures, capacity building and interdisciplinary healthcare within public sector and recommend the solutions or methods that can be implemented to address and help alleviate these problems • use acquired knowledge and understanding on public health policies, relevant legislative obligations, general practices according to human rights principles and the constitution to evaluate existing systems and recommend solutions to problems. 		
Assessment methods - Formal formative:		
Reports, Supervisor reports, Patient education sessions, Group activities within public sector		
Assessment methods – Summative:		
Present a portfolio for community Biokinetics, Practical examination		
Method of delivery: Full-time		

Module code: HMSB473	Semester 1 & 2	NQF level: 8, Credits: 16
TITLE: APPLIED LABORATORY PRACTICE AND PROFESSIONAL DEVELOPMENT		
Module outcomes:		
After successful completion of this module, the student should:		
<ul style="list-style-type: none"> • be able to demonstrate specialised theoretical and practical knowledge, critical understanding and techniques for sports and remedial massage therapy, sports taping and water rehabilitation relevant to the health, sport and exercise; 		

- provide proof an ability to clinically evaluate and review assessments, professional applications and solutions that contributes to a positive change within the outcome;
- be able to operate effectively within a multi-disciplinary context and demonstrate logical and critical understanding of the roles of all components of this system in order to solve problems, applied related interventions, monitoring the progress of the team/group/process and taking responsibility for task outcomes and application of appropriate resources.

Assessment criteria:

The outcomes have been mastered when the student can:

- provide a written proof of on remedial massage therapy, sports taping/strapping and water rehabilitation relevant to the health, sport and exercise environment;
- provide written proof of patient reports on the basic assessments, professional applications and solutions that contributes to a positive change within the outcome
- identify the scope of practice, professional relationship and approaches within the multi-disciplinary team involved in physical activity, health and wellness.

Assessment methods - Formal formative:

Patient reports, Clinical record keeping

Assessment methods – Summative:

Accredited certificate, Present a portfolio on the assessment criteria

Method of delivery: Full-time

Module code: HMSC111

Semester 1

NQF level: 5, **Credits:** 12

TITLE: HEALTH PROMOTION AND WELLNESS

Module outcomes:

After successful completion of this module, the student should:

- demonstrate informed knowledge and understanding of: lifestyle diseases, special considerations in children, health promotion, physical inactivity, health benefits, health behaviour as well as various wellness constructs across the lifespan;
- be able to communicate verbally or in writing, in an accurate and coherent manner to enhance behavioural change, lifestyle modification and health education, as well as to display an increased awareness and sensitivity for effective communication in a multicultural context across the lifespan
- be able to identify, evaluate and solve defined, routined and new problems within the field of health promotion, wellness and physical inactivity within a multicultural context across the lifespan
- address the ethical responsibility of health, wellness and physical activity as part of a healthy lifestyle for all people in the country

Assessment criteria:

The outcomes have been mastered when the student can:

- use and apply the basic knowledge and understanding he/she have mastered regarding the origin and development of lifestyle diseases, health promotion, and health benefits within a multicultural context across the lifespan
- communicate or write an accurate and coherent report or propose ideas regarding lifestyle modification and health education;
- Act in an ethical and professional manner while fulfilling his/her role as health scientist to improve health and wellness
- hypothesize the outcome/dangers of new problems within the field of lifestyle diseases, wellness and physical inactivity

<p>Assessment methods - Formal formative: Individual assignments, Group assignments, Written class tests</p> <p>Assessment methods – Summative: Open conversation & debating in class, Multi-choice tests, Theoretical examination on HP & Wellness concepts</p> <p>Method of delivery: Full-time</p>
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Module code: HMSC112	Semester 1	NQF level: 5, Credits: 12
TITLE: MOTOR LEARNING AND CONTROL		
<p>Module outcomes: After completion of the module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • fundamental knowledge related to perceptual motor and fundamental abilities development, as well as the principles of motor learning and control; • acquired knowledge on a life perspective outlook related to human movement; • informed understanding about the growth and maturation of the human body; • the ability to identify the factors that could influence the motor learning and motor control processes as well as the facilitation of effective motor learning principles during the learning and practice of movement skills 		
<p>Assessment criteria: Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • apply the fundamental knowledge about perceptual motor and fundamental abilities development, as well as the principles of motor learning and control, on a life perspective outlook; • identify certain elements on growth and maturation of the human body • explain how growth and maturation influence the motor learning process and movement scheme – especially in children; • use the fundamental knowledge to demonstrate the application to a specific movement skill; <p>Assessment methods - Formal formative: Class tests, Assignments</p> <p>Assessment methods – Summative: Theory exam</p> <p>Assessment plan: Module mark consist of: Participation mark 50%, Exam 50%</p>		
Method of delivery: Full-time		

Module code: HMSC113	Semester 1	NQF level: 5, Credits: 12
TITLE: PHYSICAL ACTIVITY EPIDEMIOLOGY		
<p>Module outcomes: After successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • knowledge and informed understanding of - <ul style="list-style-type: none"> (a) key terms, concepts, facts, principles, rules, such as exercise, fitness, principles of exercise training, general health, fitness and performance effects of physical activity and exercise, maximizing performance, adaptation, exercise conditioning and the shifting paradigm of the promotion of public health benefits through physical activity in the field of Human Movement Science and Sport and Exercise Science; (b) physical activity, exercise physiology, movement science, sport and exercise psychology, training theories and principles, regarding health and fitness benefits of 		

physical activity and exercise theories, theorists, pioneers etc. of knowledge relevant to the field of Human Movement Science, and Sport and Exercise Science and/or;

- ability to select, plan, implement and manage standard procedures/methods/skills/formulas/skills etc. necessary for physical activity training program, exercise/fitness training program, physical activity or training pre-habitation program, rehabilitation program for injured/chronic disease of lifestyle people within the field of Human Movement Science and Sport and Exercise Science, in order to plan and manage an implementation process within a well-defined, and supported environment;
- ability to distinguish, evaluate and solve routine or new chronic disease of lifestyle, sport injuries, sport performance, talent identification, deficiencies in motor development in familiar contexts and to apply the solutions to support progress in the practice of physical activity and epidemiology;
- be able to demonstrate basic research skills such as gathering and verifying information from various sources such as textbook, published research articles, achieves, library sources, interviews and other related materials relevant, analysis and summary key aspects such as theories/principles of human movement and health;
- the ability to communicate concepts of Physical Activity Epidemiology, verbally or in writing, via different technologies and media like eFundi, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism;
- the ability to operate as part of a group/team/pair and make appropriate contributions to successfully complete a given task, project or profile etc. related to Physical Activity Epidemiology, taking co-responsibility for learning progress and outcome realization of the group/team/pair; and
- monitor own learning progress, implement relevant learning strategies in mastering program design in physical activity, exercise training, rehabilitation to improve learning, and manage resources such as available reading sources, physical activity/exercise training laboratories effectively to successfully realize task outcomes.

Assessment criteria:

The outcomes have been mastered when the student can:

- use the knowledge and understanding you have mastered regarding concepts of Physical Activity Epidemiology, as well as the underlying philosophy and key concepts origin and the development of knowledge within the field of Public Health and Sport and Exercise Science;
- insight into the different perspectives on and world views of Physical Activity Epidemiology and Sport Exercise Science in the Public Health domain in order to develop a personal philosophical framework for functioning as an independent Biokineticists, Kinderkineticists and Sport Exercise Scientists in this domain;
- ability to identify health-related and sport performance s needs of different communities/cultures in different urban and rural settings and to apply correct methods to manage and solve fundamental health problems and sport performance in a supported environment;
- act in an ethical and professional manner during contact class sessions in the HMSC113 module as part of team;
- write an integrated and coherent research report (±600 words; correct sources references at least 4) applicable to the School for Biokinetics, Recreation and Sport Science with consideration to the rules on plagiarism and copyright, of the state of a specific community and presentation with;
- be able to use verbal/written communication to present the task/project in the HMSC113 module;

- can use fundamental knowledge in HMSC113 as a foundation in other subdisciplines within Human Movement Science.

Assessment methods - Formal formative:

Able to identify and classify key concepts, theories, terms and principles relevant to HMSC113;

Able to discuss task/project in a group discussion

Able to demonstrate judgement in theories, concepts, terms and principles in HMSC113.

Assessment methods – Summative:

Able to describe, explain, criticise, analyse, justify concepts, terms, theories and principles in HMSC113

Semester test and examination, Individual or group written assignments. Project according to a certain framework. Able to analyse, paraphrase and synthesis sources relevant to HMSC113

Method of delivery: Full-time

Module code: HMSC114	Semester 1	NQF level: 5, Credits: 12
TITLE: SPORTS VISION, DEVELOPMENT AND TID		
Module outcomes:		
After successful completion of this module, the student should:		
<ul style="list-style-type: none"> • have systematic knowledge about adapting fundamental movement skills to sport specific skills in selected sports, as to present complete sport specific development programmes for young children. • be able to identify factors and apply basis principles that can improve sports vision needed for designing and presenting a basic and advanced sports vision development programme. • be able to test and evaluate visual skills in different sport environments. • apply knowledge about the principles on which talent identification and sport development are based, addressing the complexity of the process and applying talent development models based on development and ethical perspective within the South African context. 		
Assessment criteria:		
The outcomes have been mastered when the student can:		
<ul style="list-style-type: none"> • apply the systematic knowledge on fundamental movement and vision skills development to present a complete sport-specific development programmes for young children in the sport of your choice. • use the systematic knowledge of factors and basic principles related to sports vision for presenting a basic development skills programme in a class situation. • do a practical session demonstrating sport specific vision skills • write a basic vision skills development programme. • take account by addressing ethical implications when applying systematic knowledge about the principles on which talent identification and sport are based, the complexity of the process, and applying talent development models based on development and ethical perspective within the South African context. 		
Assessment methods - Formal formative:		
Written class tests theoretical module units; Group work discussions demonstrating communication on theoretical content.		
Assessment methods – Summative:		
Practical evaluation of sport specific and vision programmes, Formal theoretical examination		
Method of delivery: Full-time		

Module code: HMSC121	Semester 2	NQF level: 5, Credits: 12
TITLE: GENERIC COACHING SCIENCE		
Module outcomes:		
On completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> • basic knowledge and informed understanding of sport coaching; • the ability to teach technical sport skills by communicating effectively within a group; • fundamental knowledge to identify basic shortcomings that may exist as important variables in a coaching setup; • ethical and professional behaviour in the coaching setup. 		
Assessment criteria:		
Students have mastered the outcomes if they are able to:		
<ul style="list-style-type: none"> • apply basic knowledge in teaching technical skills to a group; • identify basic shortcomings that may exist in a coaching set-up; • distinguish between different leadership styles; • act ethical and professional in the coaching setup 		
Assessment methods - Formal formative:		
Class tests, Assignments		
Assessment methods – Summative:		
Theory exam		
Assessment plan:		
Module mark consist of: Participation mark 50%, Exam mark 50%		
Method of delivery: Full-time		

Module code: HMSC122	Semester 2	NQF level: 5, Credits: 12
TITLE: SPORT PSYCHOLOGY		
Module outcomes:		
After successful completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> • basic knowledge creating a solid foundation for conducting mental training; • acquired knowledge to develop and implement sport participants' mental training tools; • the ability to enhance, implement and integrate sport participants' mental training tools and skills; • acceptable ethical behaviour and integrity when applying Sport Psychology 		
Assessment criteria:		
The outcomes have been mastered when the student can:		
<ul style="list-style-type: none"> • explain and discuss the creation of a solid foundation for conducting mental training. • identify weaknesses in a sport participant's mental training tool; • develop and implement mental skills. • apply acceptable ethical behaviour and integrity in Sport Psychology 		
Assessment methods - Formal formative:		
Class tests, Assignments		
Assessment methods – Summative:		
Theory exam		
Assessment plan:		
Module mark consist of: Participation mark 50%, Exam mark 50%		
Method of delivery: Full-time		

Module code: HMSC211	Semester 1	NQF level: 6, Credits: 16
TITLE: SPORT INJURIES		
<p>Module outcomes: On completion of the module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • profound knowledge of common musculo-skeletal injuries and conditions; • the ability to explain the pathophysiology and recovery of injuries; • comprehensive understanding of a multidisciplinary approach to acute sport injuries; • integrated knowledge to implement appropriate injury prevention strategies for different individuals and groups; • ethical and professional behaviour during patient evaluations 		
<p>Assessment criteria: Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • demonstrate a profound knowledge and understanding of common musculo-skeletal injuries and conditions, including their occurrence , symptoms and/or possible causes; • recognise possible signs and symptoms indicating emergency medical attention is required, acute management and further investigating or referral of the patient; • propose, prescribe and implement injury prevention strategies for different individuals and groups; • act ethical and professional when evaluating patients <p>Assessment methods - Formal formative: Class tests, Assignments</p> <p>Assessment methods – Summative: Theory exam</p> <p>Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%</p>		
Method of delivery: Full-time		

Module code: HMSC212	Semester 1	NQF level: 6, Credits: 16
TITLE: SPORTS MANAGEMENT AND ORGANISATION		
<p>Module outcomes: After successful completion of this module, the student should:</p> <ul style="list-style-type: none"> • demonstrate detailed knowledge on how to manage, market and organise a sports club • understand and apply risk management in a sports club • operate effectively in monitoring the progress of the students for identifying and solving sports management-related problem • take responsibility for task outcomes and application of appropriate resources. • give a reflection of all values, ethical conduct and justifiable decision making appropriate to the practice of sports management 		
<p>Assessment criteria: The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> • demonstrate how to evaluate the management, marketing and organization of a sports club • apply risk management principles to a sports club • reflect on all values, ethical conduct and justifiable decision making appropriate to sports management and organisation • identify the scope of sports club management, professional relationship and approach within the South African sports context. 		

<p>Assessment methods - Formal formative: Class tests, Semester test, Theoretical exam</p> <p>Assessment methods – Summative: Present a marketing plan in class and as an assignment. Present a sports club development plan as an assignment. Present a risk management plan for group discussion in class</p> <p>Method of delivery: Full-time</p>

Module code: HMSC213	Semester 1	NQF level: 6, Credits: 8
TITLE: KINANTHROPOMETRICS		
<p>Module outcomes: On completion of the module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • detailed knowledge and clear understanding of terminology, procedures, principles and concepts in the field of kinanthropometry; • insight into and understanding of the theoretical aspects of basic anatomy; • systematic knowledge in body measurement on patients / athletes; • awareness on the foundations of ethical rules and norms in dealing with people when conducting body measurements. 		
<p>Assessment criteria: Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • demonstrate an informed understanding of measuring skin folds, circumferences, body mass, stature and breadths according to international standards; • describe determining percentage body fat, somatotyping, basic anatomy and the measuring error in data collection; • apply appropriate technique when doing kinanthropometrical measurements; • act in an ethical and professional manner as a level 1 kinanthropometrist. 		
<p>Assessment methods - Formal formative: Class test, Group assignments</p> <p>Assessment methods – Summative: Theory exam, Practical sessions</p> <p>Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%</p>		
Method of delivery: Full-time		

Module code: HMSC221	Semester 2	NQF level: 6, Credits: 8
TITLE: BIOMECHANICS		
<p>Module outcomes: After successful completion of this module, the student should:</p> <ul style="list-style-type: none"> • demonstrate detailed knowledge and understanding of the laws of physics and the related mathematical calculations as it relates to and influence human movement in kinetics and kinematics • have the ability to select, evaluate and effectively apply with discernment those standard methods and formulas to solve fundamental problems in a defined environment in the field of biomechanics with a view to understand human movement across the lifespan on land and in water • demonstrate discipline specific methods and techniques of scientific enquiry and information gathering on human movement across the lifespan from upper limb, lower 		

limb, spine and sports specific movement patterns, analyse, evaluate and synthesize the information and apply research to a given context in the field of Biomechanics

- be able to compile an accurate and coherent written report on Biomechanics as part of a group or individually measuring the success of the task completion against given criteria.

Assessment criteria:

The outcomes have been mastered when the student can:

- indicate knowledge on the set topics
- calculate the forces and movement patterns by means of physics formulas.
- generate a report after testing.
- have knowledge on the equipment used in Biomechanical analyses of movement

Assessment methods - Formal formative:

Writing of class tests, Calculating kinetics and kinematics of human movement

Assessment methods – Summative:

Generation of reports based on practical application of theory incorporating general movement patterns and sport specific patterns from across the lifespan

Method of delivery: Full-time

Module code: HMSC222

Semester 2

NQF level: 6, Credits: 16

TITLE: SPORT AND EXERCISE SCIENCE PRACTICE

Module outcomes:

On completion of the module, the student should be able to demonstrate:

- integrated knowledge and understanding of exercise physiology and anatomy;
- informed understanding of the various exercise techniques and exercise apparatus relating to basic resistance-, interval-, flexibility and plyometric programming;
- acquired knowledge on the execution of the various techniques within a gymnasium and/or field environment
- the ability to consider specific exercise guidelines and client needs in motivating, evaluating, adjusting and executing training programmes;
- behaviour in accordance with the code of conduct of an exercise practitioner

Assessment criteria:

The outcomes have been mastered when the student is able to:

- successfully demonstrate, evaluate and correctly apply the various exercise techniques in a gymnasium or field environment;
- integrate the various exercise guidelines and programming rules and guidelines into an executable exercise or resistance training programme;
- evaluate the programmes and techniques and apply relevant strategies to adjust the programmes for specific needs;
- act according to the code of conduct of an exercise practitioner

Assessment methods - Formal formative:

Class tests, Assignments, Group work

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Method of delivery: Full-time

Module code: HMSC311	Semester 1	NQF level: 7, Credits: 16
TITLE: HEALTH CARE MANAGEMENT AND ETHICS		
<p>Module outcomes:</p> <p>After successful completion of this module, the student should:</p> <ul style="list-style-type: none"> • demonstrate systematic, comprehensive and integrated knowledge about the public health sector, health policies and multi-disciplinary team work with regards to your professional scope of practice as well as how the South African context compares internationally • have extensive and integrated knowledge on the characteristics, competencies, and procedures involved in the planning and functioning of a service business within the health and fitness industry in South Africa • apply and integrate the knowledge obtained in the planning of a health care practice within the health and fitness industry • be able to communicate the knowledge and skill obtained in the form of a business plan as well as demonstrate oral communication skills indicating the integration of the information • have a value driven attitude toward developing ethically sound business practices with in the profession toward tasks, management and professional conduct. 		
<p>Assessment criteria:</p> <p>The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> • communicate by means of appropriate electronic technologies the differences in healthcare systems and policies of South Africa and selected international countries • draft a business plan 		
<p>Assessment methods - Formal formative:</p> <p>Communicate through appropriate electronic media on various topic addressed in the module</p>		
<p>Assessment methods – Summative:</p> <p>Compile an integrated report on business practices addressing the and integrating the knowledge obtained</p>		
Method of delivery: Full-time		

Module code: HMSC312	Semester 1	NQF level: 7, Credits: 16
TITLE: SPORT DEVELOPMENT, COMMERCIALIZATION AND SPORT LAW		
<p>Module outcomes:</p> <p>On completion of the module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • integrated knowledge on the scope of sport commercialization; • fundamental knowledge in applying law enforcement in sport; • the ability to act ethically and professionally when developing a sport club; • acquired understanding of the sport structure in South Africa 		
<p>Assessment criteria:</p> <p>Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • apply integrated knowledge on the scope of sport commercialization; • apply law enforcement in sport taking general, criminal and civil law into consideration; • act ethically and professional when developing a sport club; • identify and understand the sport structures in South Africa 		
<p>Assessment methods - Formal formative:</p> <p>Class tests, Assignments</p>		

Assessment methods – Summative:

Theory exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Method of delivery: Full-time

Module code: HMSC321

Semester 2

NQF level: 7, Credits: 16

TITLE: CLINICAL EXERCISE PHYSIOLOGY**Module outcomes:**

After successful completion of this module, the student should:

- demonstrate integrated and extensive systematic knowledge of the pathophysiology of diseases and conditions present across the lifespan that are improved by physical activity and exercise
- evaluate and apply programme prescription criteria.
- understand and communicate the adaptations that physical activity, acute and chronic exercise as well as deconditioning and bed rest have on the diseases and conditions in persons from across the lifespan as well as in specialised populations with intellectual and physical disabilities and during pregnancy.
- ability to identify, analyse, critically reflect on and address complex health issues across the lifespan individually and in groups by applying the most appropriate testing procedures to resolve the issues through applicable exercise prescription.
- accurate and coherent written and verbal communication of the information gathered through exercise testing and research to communicate and educate clients and patients appropriately to each situation of exercise prescription by addressing the condition/s and disease/s associated with inactivity.

Assessment criteria:

The outcomes have been mastered when the student can:

- give a formal research-based power-point presentation on the pathophysiology of chronic conditions of lifestyle, pregnancy and intellectual disability
- perform exercise testing of these persons
- prescribe exercises for persons with chronic disease, intellectual/physical disability or pregnancy
- communicate and educate the applied knowledge to the patient/client

Assessment methods - Formal formative:

Writing of structured tests

Assessment methods – Summative:

Presenting by means electronic sources, the integrated procedures to be followed during the clinical assessment of person's chronic diseases and special considerations. Class group discussions and debate on exercise related health issues

Method of delivery: Full-time

Module code: HMSC322	Semester 2	NQF level: 7, Credits: 16
TITLE: THERAPEUTIC RECREATION		
<p>Module outcomes:</p> <p>After successful completion of this module, the student should:</p> <ul style="list-style-type: none"> • combine critical and creative thinking in the use of science, research and technology with the necessary theoretical knowledge (models and theory, etc.) to develop and apply skills and values in the field of Therapeutic Recreation. • identify recreation and functional problems in individuals, groups and communities and to plan and implement basic intervention programs in an ethical and responsible manner in various socio-cultural circumstances. • demonstrate competencies as entrepreneur to gather real, complex and therapeutic recreation based information with regard to groups and communities, to analyse and interpret so that this information can be communicated by means of verbal responses, written reports and assignments. • address the challenges and future tendencies within the therapeutic recreation in a creative and innovative manner and to contribute towards this service within South Africa. 		
<p>Assessment criteria:</p> <p>The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> • analyse and contextualise the concepts of therapeutic recreation within a community environment. • evaluate the concepts of therapeutic recreation for their applicability to a particular community. • analyse the models of service delivery for the implementation of a therapeutic recreation program for a variety of settings • explain the concepts of a professional code of ethics in terms of protecting the status of a profession and the rights of clients. • development and implementation of an intervention plan within a multi-disciplinary environment. • a plan includes: referral information, assessment and progress, data, participant diagnosis and needs, goals, objectives, outcome measures, restrictions, contraindications, limitations and precautions, facilitation techniques and interventions employed, referral, discharge, aftercare, and follow-up criteria, quality monitoring and evaluation criteria, and safety and risk protocols. • analyse the therapeutic recreation accountability model (comprehensive program design) with regards to: analysis, conceptualisation, investigation and determination. • understand the policies and procedures of the organisation and include them in a community recreation program. <p>Assessment methods - Formal formative:</p> <p>Written class tests on the different phases of the TR module. Group work demonstrating knowledge of various intervention games and activities. Compilation of reports on case studies.</p> <p>Assessment methods – Summative:</p> <p>Practical evaluation of TR intervention programmes. Practical examination demonstrating teaching techniques in a variety of settings.</p>		
Method of delivery: Full-time		

Module code: HMSC323	Semester 2	NQF level: 7, Credits: 8
TITLE: APPLIED BIOMECHANICS		
Module outcomes:		
After successful completion of this module, the student should:		
<ul style="list-style-type: none"> • demonstrate extensive and systematic knowledge in the application of the laws of physics related to adaptation in normal biomechanics as a result of disease or injury • demonstrate extensive and systematic knowledge in the application of the laws of physics in order to optimise performance in land and water based sport and prevent injury. • integrate the theoretical concepts of human movement with neuro-muscular control with 2 and 3 dimensional analyses systems to analyse movement, calculate forces, vectors and rotation of movement with the purpose to improve and correct human movement in sport disciplines, injury and inborn abnormalities. • individually and in a team context identify, measure, analyse and interpret biomechanical data collected by 2 and 3 dimensional motion analyses systems and give the applicable feedback based on the current research literature for sport participants, injured and/or disabled persons. 		
Assessment criteria:		
The outcomes have been mastered when the student can:		
<ul style="list-style-type: none"> • indicate extensive knowledge on 2 and 3 dimensional movement and the calculation of forces and momentum • perform a biomechanical analysis, analyse, interpret and generate a feedback report for performance optimisation in health and sport. • identify abnormal biomechanics in different sporting techniques and demonstrate the ability to correct the abnormalities. 		
Assessment methods - Formal formative:		
Writing of class tests. Practical training with 2 and 3 dimensional motion analyses systems		
Assessment methods – Summative:		
Report addressing the integration of technology with real practice issues in sport, injury and disease		
Method of delivery: Full-time		

Module code: HMSC324	Semester 2	NQF level: 7, Credits: 16
TITLE: RESEARCH METHODOLOGY		
Module outcomes:		
On completion of the module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> • systematic knowledge based in understanding scientific research • critical understanding of research methods in Human Movement Science • informed understanding to deal with concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments in Human Movement Science • fundamental knowledge to debate research findings • ethical and professional behaviour while conducting research 		
Assessment criteria:		
Students have mastered the outcomes if they are able to:		
<ul style="list-style-type: none"> • understand scientific research that includes: nature and purpose of research, scientific method, the research process, develop a research problem using the literature, and writing of a literature review on related topics in Human Movement Science; 		

<ul style="list-style-type: none"> • apply critical understanding of research rules, concepts, principles and theories, and qualitative and quantitative research methods and an ability to map new knowledge onto a given body of theory; • interpret statistical analyses, tables, descriptive analysis, differences and relationships, experimental and summaries typically presented in research reports; • apply fundamental knowledge to debate research findings and then communicate it orally and in writing; • act in an ethical and professional manner while conducting research <p>Assessment methods - Formal formative: Class tests, Assignments</p> <p>Assessment methods – Summative: Theoretical exam</p> <p>Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%</p> <p>Method of delivery: Full-time</p>
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Module code: HMSC325	Semester 2	NQF level: 7, Credits: 16
TITLE: MANAGEMENT IN SCHOOL SPORT		
<p>Module outcomes: On completion of the module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • detailed knowledge on how to manage school sports; • informed understanding in applying risk management for school sport; • acquired knowledge to recruit, select and appoint adequate coaches and team managers; • the ability to effectively organise sporting events for the school 		
<p>Assessment criteria: The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> • identify concepts that are important to manage in school sports • apply risk management in school sport • recruit, select and appoint appropriate coaches and team managers for school sports • organise sporting events, compiling an event program, and evaluate events <p>Assessment methods - Formal formative: Class tests, Assignments, PowerPoint presentation</p> <p>Assessment methods – Summative: Theory exam</p> <p>Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%</p> <p>Method of delivery: Full-time</p>		

Module code: HMSC326	Semester 2	NQF level: 7, Credits: 8
TITLE: SPORT MECHANICS		
<p>Module outcomes: On completion of the module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • fundamental knowledge on the laws of physics as it relates to human movement in kinetics; • the ability to select, evaluate and effectively apply those standard methods and formulas to solve fundamental problems; 		

- informed understanding on the equipment used in Sport mechanical analyses of movement;
- the ability to conduct ethical behaviour while performing sport mechanical testing

Assessment criteria:

The outcomes have been mastered when the student can:

- identify and apply the laws of physics;
- solve fundamental problems by selecting, evaluating and applying standard methods and formulas;
- apply informed understanding on how to use the equipment in sport mechanical analysis of movement;
- conduct ethical behaviour while performing sport mechanical testing

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theory exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Method of delivery: Full-time

Module code: HMSC471	Semester 1 & 2	NQF level: 8, Credits: 32
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TITLE: PROFESSIONAL INTERNSHIP

Module outcomes:

After successful completion of this module, the student should:

- demonstrate a critical understanding and application of theories, research methodologies, techniques etc. relevant to human movement sciences and exercise science across the lifespan;
- have the ability to critically interrogate multiple sources of knowledge (textbooks, internet sources, observing from practitioners, self-learning) within the field of health, exercise science and sport, and critically evaluate and review that knowledge for the application and implementation on a positive outcome;
- operate effectively as an individual or within a team/system and/or manage a team/group/system in any given discipline-related context and demonstrate logical and critical understanding of the roles of all players/ persons/ elements of this system in order to ensure optimal growth and maturation/health and wellbeing/sports performance, monitoring the progress of the individual/team/group/process and taking responsibility for task outcomes and application of appropriate resources; and
- have the ability to select, evaluate and apply a range of different but appropriate skills (practical techniques, cognitive, behavioural and motor learning) – and scientific methods of enquiry (specialized tests and procedures) to reflect on and then address complex or abstract problems that can contribute to a positive change within the practice.

Assessment criteria:

The outcomes have been mastered when the student can:

- implement the knowledge and understanding within the field of health, exercise science and sport to constitute and implement a positive outcome within your professional field.
- work partly independent as a professional within the scope of practice
- conduct physical evaluations, interpret the results, construct an applicable exercise program and monitor progress on a regular basis

Assessment methods - Formal formative:

Weekly reports, supervisor reports, appropriate record keeping

Assessment methods – Summative:

Present a portfolio on the assessment criteria. Practical examination

Method of delivery: Full-time

Module code: HMSC472

Semester 1 & 2

NQF level: 8, Credits: 24

TITLE: RESEARCH METHODS AND SCRIPT IN HUMAN MOVEMENT SCIENCE

Module outcomes:

After successful completion of this module, the student should:

- be able to integrate knowledge of and engagement in doing research and the critical understanding and application of theories, research methodologies and techniques relevant to the field of Human Movement Science;
- have an ability to critically interrogate multiple sources of knowledge from research articles, books, periodicals, computer search engines, bibliography, use of primary and secondary sources, library information system, as well as scholars within the field of Human Movement Science, and critically evaluate and review that knowledge and the manner in which the knowledge was produced;
- have understanding of the complex nature of knowledge transfer from different perspectives on and world views of Human Movement Science in the Public Health, Sports and Recreation domains in order to develop a personal philosophical framework for functioning as an independent professional in these domains;
- be able to select, evaluate and apply a range of different but appropriate skills on intervention/observational research on health-related/performance needs of different communities/cultural differences in different urban and rural setting and scientific methods of enquiry developing the problem, formulating the hypothesis, gathering the data, analysing and interpreting results to reflect on and then address complex or abstract problems and contribute to positive change within practice;
- critically judge the ethical conduct of others within different cultural and social environs, and to effect change in conduct where necessary;
- be able to accurately, coherent, appropriately and creatively do presentation and communication of information relevant to the domain of Human Movement Science and tertiary academic environment, via appropriate media and technologies with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism;
- operate effectively within a team/system and/or manage a team/group/system in any given discipline-related context and demonstrate logical and critical understanding of the roles of all players/ persons/ elements of this system in order to solve health-related or performance problem, monitoring the progress of the team/group/process and taking responsibility for task outcomes and application of appropriate resources; and
- acquire self-regulated learning skills (specify what is appropriate to your specialization at this level).

Assessment criteria:

The outcomes have been mastered when the student can:

- use the knowledge and understanding you have mastered regarding dynamics of doing research within the domain of Human Movement Science, as well as the underlying philosophy and key concepts concerning Research Methods as a discipline, to solve contextual community health issues, sport and recreation performance individually or as part of the team;

- act in an ethical and professional manner while conducting research to improve the health/ sport performance of community as part of team;
- write an integrated and coherent research report ($\pm 5,000$ words; correct sources references at least 30) applicable to the School for Biokinetics, Recreation and Sport Science with consideration to the rules on plagiarism and copyright, of the state of a specific community and presentation with;
- be able to use verbal/written communication to present the research report in an ethical way in symposium/conferences;
- can use research findings to enhance his/her professional disciplines within Human Movement Science.

Assessment methods - Formal formative:

Class discussion on relevant sources in development of a research problem, research question, objectives, hypothesis and methods; Group discussion on different types of research findings; Demonstrate comprehension of a research publication and in groups be able to write a research proposal for a research mini-script; Participate in a research project presentation and show competency in answering questions posed by the audience

Assessment methods – Summative:

Semester test and examination; Individual written research assignments according to a certain framework; Type-written scientific report with prescribed format; Able to analyse, paraphrase and interpret and compare research data in relation to relevant literature and theory, and ability to apply the results in a new context; Illustrate understanding by drawing diagrams and tables in of the research data

Method of delivery: Full-time

Module code: HMSE121	Semester 2	NQF level: 5, Credits: 12
TITLE: EXERCISE PHYSIOLOGY 1		
<p>Module outcomes:</p> <p>After successful completion of this module, the student should:</p> <ul style="list-style-type: none"> • be able to demonstrate knowledge and informed understanding of homeostasis, energy, energy transfer and energy systems, fatigue, macro and micro nutrients, hydration and digestion in the human body as well as the common pathological conditions that may affect the various body systems. • be able to demonstrate knowledge and informed understanding of the changes that occur to body systems due to growth (maturation), aging and exercise (acute and chronic). • have the ability to calculate several energy-related variables in the field of Exercise Physiology. • have the ability to distinguish between the nutritional and hydration guidelines for different durations and categories of activities; periods of training and competition participation as well as for humans of various age groups and activity levels. • demonstrate the informed understanding how to gather, analyze and summarize the relevant information from the prescribed and other resources (e.g. web, articles and dissertations) in the field of Exercise Physiology. • have the ability to communicate the information (research) that are related to all of the above-mentioned points, verbally and in writing as well as to identify ethical issues associated with performance enhancement. • be able to manage and implement the learning strategies that are relevant to the Exercise Physiology field of study by making use of all the prescribed and other resources of information to obtain the minimum final mark of 50% for this module. 		

Assessment criteria:

The outcomes have been mastered when the student can:

- use the knowledge and informed understanding to: verbally and/or in writing answer questions related to Exercise Physiology correctly on an individual basis and as part of a team during tests and quizzes.
- show the ability to calculate several energy related variables by correctly solving relevant case studies.
- successfully write, perform and record (by means of a video camera) a live play as part of a group to portray the stepwise functioning of each of the energy systems whilst also addressing relevant ethical issues.
- show the ability to distinguish and apply the nutritional and hydration guidelines for different durations and categories of activities; periods of training and competition participation by completing a coherent research assignment as part of a group and present it as a PowerPoint presentation.
- obtain a mark of at least 50% for answers in class tests, a semester test and an exam paper.

Assessment methods - Formal formative:

Class tests; Group discussion of case studies; Writing and performing of a play; Typed and PowerPoint presentation of research assignments (in groups)

Assessment methods – Summative:

Semester test; Class quizzes that students perform as part of a team; Formal written examination

Method of delivery: Full-time

Module code: HMSE211	Semester 1	NQF level: 6, Credits: 16
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TITLE: EXERCISE PHYSIOLOGY 2

Module outcomes:

After successful completion of this module, the student should:

- be able to demonstrate detailed knowledge and understanding of the cardiovascular and respiratory systems, common pathological conditions and thermoregulation of these systems during rest and exercise.
- be able to measure and evaluate the functioning of the cardiovascular and respiratory system during different stages and conditions of exercise in the lifespan continuum
- demonstrate specific methods and techniques of scientific enquiry and information related to the above-mentioned systems as well as the common pathological conditions that may affect these systems.
- have the ability to communicate (verbally and in writing) the information (research) that are related to all of the above-mentioned themes.
- have the ability to act as a group member and leader and make a relevant, accurate and successful contribution to the planning, completion and evaluation of group tasks and presentations related to the above-mentioned areas of Exercise Physiology.
- be able to manage and implement the learning strategies that are relevant to the Exercise Physiology field of study by making use of all the prescribed and other resources of information to obtain the minimum final mark of 50% for this module.

Assessment criteria:

The outcomes have been mastered when the student can:

- use the detailed knowledge and understanding to correctly answer (verbally and/or in writing) various questions individually and/or as part of a team during tests and quizzes with regard to aspects related to the cardiovascular and respiratory systems involved in

exercise.

- measure and evaluate the functioning of the cardiovascular and respiratory system to explain the results of these tests (methods) in a test report.
- present two PowerPoint presentations on scientifically based solutions/answers of case studies with regard to the cardiovascular and the respiratory system as well as the common pathological conditions that may affect these systems
- as part of a team, successfully participate in a quiz which was compiled by another group of students who must also evaluate the performance of each of the group members.
- obtain a mark of at least 50% for answers in class tests, a semester test and an exam paper.

Assessment methods - Formal formative:

Class tests on each of the relevant learning units; Case studies for class discussion in groups; Type-written report of groups' discussion and conclusions; Type-written research assignment in groups of 6 students each; PowerPoint presentation of the above-mentioned research assignment

Assessment methods – Summative:

Semester test; Class group quizzes; Formal theoretical examination

Method of delivery: Full-time

Module code: HMSE221	Semester 2	NQF level: 6, Credits: 16
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TITLE: EXERCISE PHYSIOLOGY 2

Module outcomes:

After successful completion of this module, the student should:

- be able to demonstrate detailed knowledge and understanding of the functioning of the neuromuscular, endocrine lymphatic and immune systems during various types and levels of exercise as well as commonly associated pathological conditions that may affect it.
- identify changes that occur with regard to the above-mentioned body systems due to growth (maturation), aging and exercise (acute and chronic) in human beings.
- demonstrate specific methods and techniques of scientific enquiry, information gathering and ability to evaluate and synthesize the information with regard to the above-mentioned systems.
- have the ability to communicate (verbally and in writing) the information (research) that are related to all of the above-mentioned themes.
- have the ability to act as a group member and leader and make a relevant, accurate and successful contribution to the planning, completion and evaluation of group tasks and presentations related to the above-mentioned areas of Exercise Physiology.
- be able to manage and implement the learning strategies that are relevant to the Exercise Physiology field of study by making use of all the prescribed and other resources of information to obtain the minimum final mark of 50% for this module. be able to manage and implement the learning strategies that are relevant to the Exercise Physiology field of study by making use of all the prescribed and other resources of information to obtain the minimum final mark of 50% for this module.

Assessment criteria:

The outcomes have been mastered when the student can:

- use the detailed knowledge and understanding to correctly answer (verbally and/or in writing) various questions individually and/or as part of a team during tests and quizzes with regard to aspects related to the neuromuscular, endocrine, lymphatic and immune

systems as well as the common pathological conditions that may affect these systems during participation in exercise throughout the life-span.

- present two PowerPoint presentations on scientifically based solutions/answers of case studies with regard to the neuromuscular, endocrine, lymphatic and immune system as well as the common pathological conditions that may affect these systems during exercise.
- successfully write, perform and record (by means of a video camera) a live play as part of a group to portray the stepwise functioning of the immune system whilst continually considering rules on copyright and plagiarism.
- successfully evaluate the play performance of another group of students by using evaluation criteria and an evaluation form which was compiled by making use of prescribed and other resources
- as part of a team/group, successfully participate in a quiz which was compiled by another group of students who must also evaluate the performance of each of the group members.
- obtain a mark of at least 50% for answers in class tests, a semester test and an exam paper.

Assessment methods - Formal formative:

Class tests on each of the relevant learning units; Case studies for class discussion in groups; Type-written report of groups' discussion and conclusions; Type-written research assignment in groups of 6 students each; PowerPoint presentation of the above-mentioned research assignment; Play written and according to certain guidelines and performed in class; A CD-recording of the above-mentioned play; Typed/written evaluation form

Assessment methods – Summative:

Semester test; Class group quizzes; Formal theoretical examination

Method of delivery: Full-time

Module code: HMSE311	Semester 1	NQF level: 7, Credits: 16
TITLE: EXERCISE PHYSIOLOGY 4		
Module outcomes:		
After successful completion of this module, the student should:		
<ul style="list-style-type: none"> • be able to demonstrate integrated knowledge and understanding of gender differences with regard to physiology, sport and exercise sport performance ability at sea level, medium and high altitude as well as the influence of these environments on the physiological functioning of the body, performance enhancing/ergogenic aids and sport performance. • be able to manage and monitor a group of students who must solve a real-life situation with regard to gender differences of performance in various sports by scrutinizing scientific resources, gather, analyse, evaluate and synthesize relevant information that was found. • be able to provide practically sound and scientifically based guidelines and protocols in the form of a PowerPoint presentation to athletes who want to train at altitude in order to improve sport performance ability in different types of endurance sports. • be able to critically evaluate the views of athletes with regard to the use of performance enhancing/ergogenic aids in sport by applying scientific research and position statements. • be able to do and/or evaluate a PowerPoint presentation on performance enhancement techniques/methods to a panel of students who will assess the quality and the validity of presentation. 		

- have the ability to communicate relevant information (research) verbally and in writing by using different IT technologies and media in an accurate and coherent manner, whilst continually considering the rules on copyright and plagiarism.
- be able to manage and implement the learning strategies that are relevant to this level of Exercise Physiology by making use of all the prescribed and other resources of information to obtain the minimum final mark of 50% for this module.

Assessment criteria:

The outcomes have been mastered when the student can:

- use the integrated knowledge and understanding, regarding gender differences with regard to physiology, sport and exercise; sport performances at sea level, medium and high altitude as well as the influence of these environments on the physiological functioning of the body; ergogenic aids and sport performance to correctly answer various questions with regard to these aspects verbally and in writing individually and as part of a team during tests, discussions and presentations.
- successfully manage and monitor a group of students who must solve a real-life situation related to gender differences of performance in various sports by, gathering analysing, evaluating and synthesising relevant scientific information.
- do a PowerPoint presentation to athletes using practically sound and scientifically based guidelines and protocols for performance enhancement
- critically evaluate the views of athletes with regard to the use of ergogenic aids/performance enhancing techniques or methods by applying scientific research.
- present feedback concerning the above-mentioned evaluation in the form of a PowerPoint presentation to a panel of students who will assess the quality and the validity of the presentation.
- obtain a mark of at least 50% for answers in class tests, a semester test and an exam paper.

Assessment methods - Formal formative:

Class tests in each of the relevant learning units; Case studies for class discussion in groups; Class group PowerPoint presentations and discussion; Completed, typed/written evaluation forms of presentation

Assessment methods – Summative:

Semester test (scope and format to be discussed); Theoretical examination on ergogenic aids (scope and format to be discussed)

Method of delivery: Full-time

Module code: HMSK311	Semester 1	NQF level: 7, Credits: 24
TITLE: APPLIED PAEDIATRIC EXERCISE SCIENCE		
Module outcomes:		
After successful completion of this module, the student should:		
<ul style="list-style-type: none"> • be able to demonstrate Integrated knowledge and understanding of growth, maturity, and the functioning of the neurological system and body composition of the paediatric population from birth till 13 years (babies, early and late childhood), as well as an ability to correctly integrate/apply it to the assessment of the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition and –posture from birth till 13 years. • have Integrated knowledge and understanding of growth, maturity, and the functioning of the neurological system and body composition of the paediatric population from birth till 13 years (babies, early and late childhood), as well as the ability to correctly identify, analyses and critically evaluate and report the sensory motor development, perceptual 		

motor development, fundamental motor skills, physical activity, physical fitness and body composition and –posture from birth till 13 years.

- have the ability to correctly identify, analyses and critically report on the growth, maturity, and the functioning of the neurological system and body composition of the paediatric population from birth till 13 years (babies, early and late childhood), of the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition and –posture from birth till 13 years, and compile the correct program to improve, optimize and repair the aforementioned skills from birth till 13 years.
- have the ability to correctly identify, analyses and critically report on the growth, maturity, and the functioning of the neurological system and body composition of the paediatric population from birth till 13 years (babies, early and late childhood), of the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition and –posture from birth till 13 years, and present the correct program to improve, optimize and repair the aforementioned skills from birth till 13 years.

Assessment criteria:

The outcomes have been mastered when the student can:

- integrate and understand the knowledge behind growth, maturity and the functioning of the neurological system and body composition of the paediatric population from birth till 13 years (babies, early and late childhood), and correctly integrate and apply it to the evaluation of the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition and –posture from birth till 13 years'
- integrate the knowledge of the aforementioned skills, and correctly identify, analyses and critically evaluate and report on the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition and –posture from birth till 13 years;
- show mastery of writing a scientific report based on an assessment of the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition and –posture from birth till 13 years;
- correctly identify, analyses and critically report on the growth, maturity, and the functioning of the neurological system and body composition of the paediatric population from birth till 13 years (babies, early and late childhood), of the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition and –posture from birth till 13 years, and design the correct program to improve, optimize and repair the aforementioned skills from birth till 13 years;
- correctly identify, analyses and critically report on the growth, maturity, and the functioning of the neurological system and body composition of the paediatric population from birth till 13 years (babies, early and late childhood), of the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition and –posture from birth till 13 years, and show the mastery of designing of an appropriate program to improve the shortcomings of the paediatric;
- correctly identify, analyses and critically report on the growth, maturity, and the functioning of the neurological system and body composition of the paediatric population from birth till 13 years (babies, early and late childhood), of the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition and –posture, and show competency in

presenting the correct program to improve, optimize and repair the aforementioned skills.

Assessment methods - Formal formative:

Group discussions on different case scenarios; Formal reports of case scenario assessments; Class tests

Theoretical and practical oral examinations

Assessment methods – Summative:

A portfolio of required practical assessment hours; A complete practical assessment of the paediatric population (birth till 13 years); Practical lessons for different case scenarios; Presentation of group work

Method of delivery: Full-time

Module code: HMSK312

Semester 1

NQF level: 7, Credits: 8

TITLE: PAEDIATRIC EXERCISE SCIENCE 1

Module outcomes:

After successful completion of this module, the student should:

- understand and integrate the acquired knowledge within the field of the different sensory input systems, the remedial principles and Kinder kinetics and then critically reflect that on all values, and justifiable decision making evaluation to the scope of practice of this field;
- demonstrate the understanding of the perceptual motor theories and understand the structure and functions of the neurological and physiological systems, and critical evaluate the paediatric populations' medical history in the analysing of movement and movement delays which apply to sensory motor-; perceptual motor development; physical activity; physical fitness and body composition;
- show the ability to identify, analyse, and critically reflect on perceptual motor theories and concepts, the structure and functions of the neurological, physiological systems and the medical history in the report on motor delays which is based on sensory-motor, perceptual motor development; physical activity; physical fitness and body composition in the paediatric population with special movement needs;
- have the ability to design an appropriate program to improve the sensory-motor development, perceptual motor development, physical activity, physical fitness, body image and functional delays within the paediatric populations with special needs that can be rectified by movement programs to improve the performance and health related physical fitness.

Assessment criteria:

The outcomes have been mastered when the student can:

- use the integrated knowledge and understanding of the different sensory systems, remedial principles to help solve the motor development delays which occur in the paediatric population with special needs;
- show competency in using and selecting appropriate measuring instruments to evaluate health related physical fitness related abilities as well as other conditions that interfere with motor proficiency in the paediatric environment
- identify, analyse, and critically reflect on perceptual motor theories and concepts, the structure and functions of the neurological, physiological systems and the medical history in the report on motor delays which is based on the sensory-motor, perceptual motor development; physical activity; physical fitness and body composition in the paediatric population with special movement needs;
- demonstrate mastery of writing a scientific report based on an assessment of the

sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition in the paediatric population with motor proficiency ;

- select and apply the best suited adapted programme based on the sensory motor development, perceptual motor development, physical activity, physical fitness, body image and functional delays within the paediatric population with special needs;
- design an appropriate program to improve the shortcomings in the paediatric population who have special needs that can be rectified by movement programs to improve the performance and health related physical fitness.

Assessment methods - Formal formative:

Group discussions on different case scenarios; Formal reports of case scenario assessments; Class tests

Theoretical and practical oral examinations

Assessment methods – Summative:

A portfolio of required practical assessment hours; A complete practical assessment of the paediatric population with special needs; Practical lessons for different case scenarios;

Presentation of group work

Method of delivery: Full-time

Module code: HMSK321	Semester 2	NQF level: 7, Credits: 16
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TITLE: PAEDIATRIC EXERCISE SCIENCE 2

Module outcomes:

After successful completion of this module, the student should:

- be able to demonstrate integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply the advanced testing/measuring instruments to evaluate motor ability in children with special needs, which include the special population with neurological conditions;
- show the ability to identify, analyse, and critically reflect on the growth, maturity, functions of the neurological and physiological systems and body composition of adolescents, and be able to scientifically report on the assessment of body posture and health related physical fitness abilities to improve the performance and health related physical fitness;
- show the competency to design and apply the appropriate programme to improve the growth, maturity, functions of the neurological and physiological systems and body composition, and be able to scientifically design an appropriate program to improve the performance and/or health related physical fitness to optimize the movement execution in the different children populations with special needs;
- understand and integrate the acquired knowledge of the relationship between health related physical fitness, perceptual motor delays and neurological aspects of motor control within the paediatric population and adolescents, and evaluate and design an appropriate rehabilitation- and intervention program to improve the movement and functional skills of children with special needs (e.g. HIV, child obesity, learning disabilities, DCD and ADHD).

Assessment criteria:

The outcomes have been mastered when the student can:

- write a report and show competency by using and selecting appropriate testing/measuring instruments to evaluate health-related physical fitness and motor abilities as well as other conditions that interfere with motor proficiency in children with special needs;

- show mastery of writing a scientific report based on an assessment of the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition in the paediatric population with motor proficiency;
- show competency in designing an appropriate program to improve the shortcomings in children who have special needs that can be rectified by movement programs to improve the performance and health related physical fitness
- show competency in using and selecting appropriate testing/measuring instruments to evaluate health-related physical fitness, perceptual motor delays and neurological aspects of motor control, writing a scientific report based on an assessment, and design an appropriate rehabilitation or an intervention program to improve the shortcomings of children who have special needs (e.g. HIV, child obesity, learning disabilities, DCD and ADHD), that can be rectified by movement programs.

Assessment methods - Formal formative:

Group discussions on different case scenarios; Formal reports of case scenario assessments; Class tests

Theoretical and practical oral examinations

Assessment methods – Summative:

A portfolio of required practical assessment hours; A complete practical assessment of children with special needs; Practical lessons for different case scenarios; Presentation of group work

Method of delivery: Full-time

Module code: HMSO221	Semester 2	NQF level: 6, Credits: 16
TITLE: ORTHOPAEDICS 1		
Module outcomes:		
After successful completion of this module, the student should:		
<ul style="list-style-type: none"> • have detailed knowledge and understanding of the different postural abnormalities, adaptations and deviations of the human musculoskeletal system in the child, adult and the elderly. • have a comprehensive theoretical foundation (etiology, signs and symptoms) of musculoskeletal injuries, as well as other common orthopaedic conditions in the child, adult and the elderly and understand the role of biomechanical imbalances in the injury / condition. • use theoretical knowledge of musculoskeletal conditions, postural adaptations and deviations to perform a proper orthopaedic assessment, and be able to effectively apply fundamental and applied anatomy knowledge and implement relevant biomechanical concepts to accurately perform a biomechanical examination. • understand the involvement of the multidisciplinary team during the clinical examination process in musculoskeletal / orthopaedic pathology and understand the ethical implications of discipline-related decisions and actions. 		
Assessment criteria:		
The outcomes have been mastered when the student can:		
<ul style="list-style-type: none"> • evaluate and identify postural abnormalities, adaptations and deviations in the child, adult and elderly. • accurately interpret a patient's signs and symptoms to identify any orthopaedic condition and indicate the relevance of biomechanical imbalances in the patient's condition. • integrate knowledge of anatomy, biomechanical imbalances and orthopaedic conditions in the child, adult, elderly and sports participant to accurately compile an orthopaedic 		

condition-specific evaluation.

- acknowledge other expert/professional fields of practice in the clinical orthopaedic evaluation process and act in a professional and ethical manner during multi-disciplinary decision making.

Assessment methods - Formal formative:

Practical evaluation of posture in individuals over the lifespan. Written class tests on aetiology, signs and symptoms of orthopaedic conditions. Group assignments – report on evaluation of orthopaedic conditions in case studies over the lifespan.

Assessment methods – Summative:

Practical examination – case study. Theoretical examination of module content.

Method of delivery: Full-time

Module code: HMSO311

Semester 1

NQF level: 7, Credits: 16

TITLE: ORTHOPAEDICS 2

Module outcomes:

After successful completion of this module, the student should demonstrate informed knowledge and understanding of:

- integrating knowledge of different rehabilitation techniques for orthopaedic exercise prescription in the different phases of rehabilitation;
- the ability to integrate applied anatomy and biomechanical knowledge to master the program prescription for general postural adaptations / deviations in the child, adult and the elderly;
- theoretical knowledge of orthopaedic injuries, biomechanics and postural deviations to interpret a patient's / sports participant's orthopaedic assessment results and prescribe an appropriate exercise / rehabilitation program – considering different populations (child, adult, elderly), as well as apply comprehensive knowledge regarding the physiological and biomechanical components of the recovery process in the stages of progression in rehabilitation for orthopaedic conditions; and
- the thorough understanding and communication of the rehabilitation process of orthopaedic conditions and the role of the multidisciplinary team in this process.

Assessment criteria:

The outcomes have been mastered when the student can:

- demonstrate different exercise techniques correctly for the different phases of rehabilitation in orthopaedic programme prescription;
- integrate knowledge of applied anatomy, and biomechanics in the use of corrective exercise techniques for postural correction of the child, adult and elderly;
- correctly interpret a patient's clinical orthopaedic assessment results and prescribe a safe and effective, patient specific exercise rehabilitation programme while considering the stage of the condition and phase of rehabilitation in the exercise prescription;
- thoroughly explain an orthopaedic rehabilitation plan to a patient and fulfil the role of rehabilitation specialist in a professional and ethical manner in the multi-disciplinary team; and
- adhere to ethical considerations about patient confidentiality.

Assessment methods - Formal formative:

- written class tests on theory;
- practical group assignments in exercises for postural correction; and
- practical group assignments for rehabilitation of different orthopaedic conditions in different populations.

<p>Assessment methods – Summative:</p> <ul style="list-style-type: none"> theoretical examination on postural correction and stages of rehabilitation; and practical examination on rehabilitation techniques for different phases of rehabilitation in the form of case studies.
<p>Method of delivery: Full-time</p>

Module code: HMSP121	Semester 2	NQF level: 5, Credits: 12
TITLE: EXERCISE AND SPORT PSYCHOLOGY 1		
<p>Module outcomes:</p> <p>After successful completion of this module, the student should:</p> <ul style="list-style-type: none"> demonstrate knowledge and informed understanding of the psychological foundation theories related to physical activity and sport. display the ability to communicate and discuss psychological principles related to participation in physical activity and/or sport in an ethical and professional way. demonstrate knowledge and informed understanding of the effect of the human psyche on human functioning and performance. implement the acquired knowledge and informed understanding of the effect of the negative psycho-social factors on individuals and the environment as well as the cultural diversity in the sport/physical activity environment. 		
<p>Assessment criteria:</p> <p>The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> use the knowledge and understanding he/she has mastered regarding the psychological foundation theories in a physical activity/sport context to help solve a contextual issue in the physical activity/sport context individually or as part of a team; provide written, motivated proof of the knowledge gained regarding the human psyche and its effects on human functioning and performance of participants in a sport or physical activity. identify certain negative psycho-social factors and use the applicable body of knowledge to help solve a contextual issue individually or as part of a team. provide written, motivated proof of the knowledge regarding the cultural diversity in the sport/physical activity environment. <p>Assessment methods - Formal formative:</p> <p>Written class tests on the theoretical foundation of all learning outcomes. Class assessment techniques.</p> <p>Group discussion as part of evaluating/monitoring learning progress</p> <p>Assessment methods – Summative:</p> <p>Theoretical examination. Short research-related topic assignments</p>		
<p>Method of delivery: Full-time</p>		

Module code: HMSP211	Semester 1	NQF level: 6, Credits: 16
TITLE: EXERCISE AND SPORT PSYCHOLOGY 2		
<p>Module outcomes:</p> <p>After successful completion of this module, the student should:</p> <ul style="list-style-type: none"> apply discipline-specific methods and techniques of scientific enquiry and information related to psychological assessment from adolescents, adults and elder persons be able to analyse, evaluate and synthesise the psychological assessment information to a given context within the field of exercise and sport psychology. 		

- demonstrate accurate and coherent written and verbal communication of scientific report writing on the results of the psychological assessment with understanding of, and respect for intellectual property conventions, copyright and rules on plagiarism.
- have the ability to evaluate and effectively apply exercise and sport psychology in facilitating psychological growth and development in children involved in exercise or for the improvement in performance in sport as part of improving health and wellness among sport and physical activity participants.
- demonstrate understanding of the ethical implication of decisions, actions and practices specifically relevant to exercise and sport psychology and when to refer a client.

Assessment criteria:

The outcomes have been mastered when the student can:

- apply the discipline-specific methods and techniques of scientific enquiry and information gathering on psychological assessment from adolescents, adults and elder persons and apply the knowledge to a given context in the field of sport and exercise psychology.
- write a comparative report regarding the sport psychological profile of sport/physical activity participants with specific reference to the weak/strong points as well as appropriate intervention strategies for the client's specific problem.
- provide motivated written proof of the knowledge regarding the ability to evaluate and effectively apply sport and exercise psychology in facilitating psychological growth and development in children, improvement in performance as well as improvement of health and wellness among sport and physical activity participants.
- act in an ethical and professional manner while fulfilling your role as sport psychological consultant to facilitate psychological growth and development in children, improve performance and health and wellness among sport and physical activity participants.

Assessment methods - Formal formative:

Written class tests on the theory regarding all learning outcomes. Group discussions in classes on scientific/research basis of exercise and sport psychology. Individual and group class assessment techniques.

Assessment methods – Summative:

Practical evaluation of the application of the psychological assessment strategies. Practical examination of the application of the psychological assessment strategies. Formal theoretical examination

Method of delivery: Full-time

Module code: HMSS311	Semester 1	NQF level: 7, Credits: 24
TITLE: APPLIED EXERCISE SCIENCE PRACTICE		
Module outcomes:		
After successful completion of this module, the student should:		
<ul style="list-style-type: none"> • have an integrated knowledge and understanding of various functional and advanced exercise and resistance training exercises and techniques as well as demonstrate and evaluate the execution of these exercises and techniques • be able to demonstrate an integrated knowledge and understanding of the skills necessary to identify, evaluate and solve complex practice-related sport-specific problems by taking programming and specific exercise guidelines, as well as performance goals into consideration in the compilation, substantiation, analysis, evaluation and adaptation of different types of programmes 		

- demonstrate individually or as part of a group, the ability to collect and analyse relevant research information in appropriate literature and use it in the planning of exercise programmes aimed at particular sport-specific needs
- be able to substantiate the choice and composition of the programmes and activities and communicate the recommendations in writing and/or orally by means of appropriate IT to an audience of peers and/or professionals with the understanding and respect of intellectual property conventions, as well as plagiarism and copyright rules
- reflect the values appropriate to the practice of an exercise practitioner and demonstrate ethical conduct and communication skills.

Assessment criteria:

The outcomes have been mastered when the student can:

- use the integrated knowledge they have obtained with regards to advanced training modalities to demonstrate, evaluate, correct and critique the various training methods, techniques and strategies
- write, and adapt comprehensive, detailed and relevant exercise training programmes, taking into consideration general exercise and sport specific considerations;
- use his/her integrated knowledge to lead a group into exercise or training practice by making use of the correct and applicable exercise or training modalities while reflecting ethical conduct and communications skills as applicable to an exercise practitioner.

Assessment methods - Formal formative:

Written class tests; Verbal and written reports after client evaluation; Compiling of various exercise programmes; Correction of faulty training programmes

Assessment methods – Summative:

Practical examination through demonstration of various exercise techniques. Theoretical examination of module content

Method of delivery: Full-time

Module code: HMSS312

Semester 1

NQF level: 7, **Credits:** 8

TITLE: LABORATORY PRACTICE 1 FOR SPORT SCIENCE

Module outcomes:

After successful completion of this module, the student should:

- be able to demonstrate integrated knowledge and understanding of: the physiology that underlies each of the tests and methods by which athletes in individual and team sports, respectively can be tested to determine the weak and strong points in their physical, physiological, motor performance, biomechanical and anthropometric profile;;
- demonstrate competence in different exercise methods and techniques that can be used to improve individual and team sport participant's' weak points and maintain their strong points in their physical, physiological, motor performance, biomechanical and anthropometric profile.
- be able to scrutinize scientific resources in order to write a scientifically based assignment on the physical, physiological, motor performance, biomechanical and anthropometric profile athletes, whilst continually considering the rules on copyright and plagiarism.
- be able to set up and conduct a testing session during which the physical, physiological, motor performance, biomechanical and anthropometric profile of the last-mentioned athletes are evaluated, a report based on the results of the above-mentioned tests and make scientifically proven recommendations on the improvement of performance in sport and exercise

- be able to manage, monitor, teach and guide a second year group of students within a real gymnasium setting with regard to the execution and spotting of different resistance training exercises for various muscle groups based on the acquired integrated knowledge
- have the ability to communicate the information that are related to all of the above-mentioned aspects, verbally and in writing by making use of different technologies and media, in an accurate and coherent manner,
- be able to manage and implement the learning strategies that are relevant to this field of study by making use of all the prescribed and other resources of information to obtain the minimum final mark of 50% for this module.

Assessment criteria:

The outcomes have been mastered when the student can:

- use and apply the integrated knowledge and understanding of exercise physiology to determine the weak and strong points of athletes, perform applicable tests and answer various questions related to these aspects verbally and in writing.
- successfully write a scientifically based assignment in which the respective profiles of an individual and team sport athlete are described as well as the tests, measurement techniques and norms that will be used to evaluate the various elements associated with performance in sport and exercise.
- as part of a team successfully set up and conduct a testing session during which the physical, physiological, motor performance, biomechanical and anthropometric profile of individual and team sport athletes are evaluated
- compile an accurate report based on the test results and make scientifically justified recommendations for the improvement of performance in exercise and sport.
- successfully manage, monitor, teach and guide a second year group of students within a real gymnasium set-up with regard to the execution and spotting of different resistance training exercises for various muscle groups by applying acquired integrated knowledge of exercise physiology.
- obtain a mark of at least 50% for all practical class tests and exams as well as reports.

Assessment methods - Formal formative:

Practical class tests of each of the relevant learning units. Completed, type-written reports of individual test results

Assessment methods – Summative:

Practical examination of a real testing session; A scientifically based assignment; A practical exam of the 2nd year students

Method of delivery: Full-time

Module code: HMSS321	Semester 2	NQF level: 7, Credits: 16
TITLE: LABORATORY PRACTICE 2 FOR SPORT SCIENCE		
Module outcomes:		
After successful completion of this module, the student should:		
<ul style="list-style-type: none"> • be able to demonstrate integrated knowledge and understanding of: the physiology that underlies each of the tests and methods by which athletes in individual and team sports, respectively can be tested to determine the weak and strong points in their physical, physiological, motor performance, biomechanical and anthropometric profile;; • demonstrate competence in different exercise methods and techniques that can be used to improve individual and team sport participant's' weak points and maintain their strong points in their physical, physiological, motor performance, biomechanical and anthropometric profile. 		

- be able to correctly conduct, analyse, calculate and interpret the results of different laboratory and field based tests and measurements to evaluate the physical, physiological, motor performance, biomechanical and anthropometric components of individual and team sport athletes and compile an accurate and scientifically-based report with recommendations based on the results of the conducted tests
- have the ability to communicate the information on exercise and sport performance-related aspects, verbally and in writing by making use of different technologies and media, in an accurate and coherent manner,
- be able to manage and implement the learning strategies that are relevant to this field of study by making use of all the prescribed and other resources of information to obtain the minimum final mark of 50% for this module.

Assessment criteria:

The outcomes have been mastered when the student can:

- use the integrated knowledge and understanding regarding exercise physiology that underlies each of the tests and methods used to a) determine the weak and strong points in the physical, physiological, motor performance, biomechanical and anthropometric profile of the athletes; b) correctly answer various questions with regard to these aspects verbally and in writing during practical tests, reports and in practical exams.
- use the integrated knowledge and understanding , regarding the different exercise methods and techniques that can be used to improve individual and team sport participant's' weak points and maintain their strong points in their physical, physiological, motor performance, biomechanical and anthropometric profile to correctly answer various questions with regard to these aspects verbally and in writing individually and/or as part of a team during practical tests, reports and practical exams
- compile an accurate report based on the results of the above-mentioned tests and make scientifically justified recommendations (exercise training and conditioning exercises) according to which the identified weak points in the physical, physiological, motor performance, biomechanical and anthropometric profile of the last-mentioned athletes can be improved.
- obtain a mark of at least 50% for all practical class tests and exams as well as reports.

Assessment methods - Formal formative:

Practical class tests of each of the relevant learning units; Completed, type-written reports of individual test results

Assessment methods – Summative:

Completed, typed/written reports of all test results; Practical examination of a real testing session

Method of delivery: Full-time

Module code: HMXA211	Semester 1	NQF level: 6, Credits: 8
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TITLE: COACHING SCIENCE IN ATHLETICS

Module outcomes:

On completion of the module the student should be able to demonstrate:

- detailed theoretical and practical knowledge and techniques to offer effective coaching methods in athletics
- basic knowledge to operate effectively within the context of athletics;
- logical and critical understanding of the roles of all components of athletics in order to solve athletic-related problems;
- ethical and professional behaviour towards athletes, coaches and other staff members.

<p>Assessment criteria: Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • demonstrate practical knowledge and techniques to offer effective coaching methods in athletics; • apply basic knowledge in lesson planning, error analysis, rules and safety of athletics, nutrition guidelines for competitions; • identify the scope, professional relationships and approaches within athletics; • act ethical and professional towards athletes, coaches and other staff members <p>Assessment methods - Formal formative: Class tests, Assignments</p> <p>Assessment methods – Summative: Theoretical examination, Practical examination</p> <p>Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%</p> <p>Method of delivery: Full-time</p>
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Module code: HMXG221	Semester 2	NQF level: 6, Credits: 8
TITLE: COACHING SCIENCE IN GYMNASTICS		
<p>Module outcomes: On completion of the module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • detailed theoretical and practical knowledge and techniques to offer effective coaching methods for children; • fundamental knowledge to operate effectively within the context of gymnastics; • acquired knowledge to critically and logically understand the roles of all components of gymnastics in order to solve problems; • ethical and professional behaviour towards gymnasts, coaches and other staff members. 		
<p>Assessment criteria: Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • apply detailed theoretical and practical knowledge and techniques to offer effective coaching methods to children; • apply specific assistance during practical performance; • apply lesson planning, error analysis, rules and safety of gymnastics, nutrition guidelines for competitions; • identify the scope, professional relationships and approaches within gymnastics; • act ethically and professional towards gymnasts, coaches and other staff members <p>Assessment methods - Formal formative: Class tests, Assignments</p> <p>Assessment methods – Summative: Theoretical examination, Practical examination</p> <p>Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%</p> <p>Method of delivery: Full-time</p>		

Module code: HMXH221	Semester 2	NQF level: 6, Credits: 8
TITLE: COACHING SCIENCE IN HOCKEY		
Module outcomes:		
On completion of the module the student should be able to demonstrate:		
<ul style="list-style-type: none"> • detailed theoretical and practical knowledge and techniques in hockey, to offer effective coaching methods for children; • fundamental knowledge to operate effectively within the context of hockey; • acquired knowledge to critically and logically understand the roles of all components of hockey in order to solve problems; • ethical and professional behaviour towards participants, coaches and other staff members. 		
Assessment criteria:		
Students have mastered the outcomes if they are able to:		
<ul style="list-style-type: none"> • apply detailed theoretical and practical knowledge and techniques to offer effective hockey coaching methods to children; • apply specific assistance during practical performance; • do lesson planning, error analysis, rules and safety of hockey players, nutrition guidelines for competitions; • identify the scope, professional relationships and approaches within hockey; • act ethically and professional towards participants, coaches and other staff members 		
Assessment methods - Formal formative:		
Class tests, Assignments		
Assessment methods – Summative:		
Theoretical examination, Practical examination		
Assessment plan:		
Module mark consist of: Participation mark 50%, Exam mark 50%		
Method of delivery: Full-time		

Module code: HMXK221	Semester 2	NQF level: 6, Credits: 8
TITLE: COACHING SCIENCE IN CRICKET		
Module outcomes:		
On completion of the module the student should be able to demonstrate:		
<ul style="list-style-type: none"> • detailed theoretical and practical knowledge and techniques in cricket, to offer effective coaching methods for children; • fundamental knowledge to operate effectively within the context of cricket; • acquired knowledge to critically and logically understand the roles of all components of cricket in order to solve problems; • ethical and professional behaviour towards participants, coaches and other staff members. 		
Assessment criteria:		
Students have mastered the outcomes if they are able to:		
<ul style="list-style-type: none"> • apply detailed theoretical and practical knowledge and techniques to offer effective cricket coaching methods to children; • implement fundamental knowledge to do lesson planning, error analysis, rules and safety of cricket players, nutrition guidelines for competitions; • reflect acquired knowledge to identify the scope, professional relationships and approaches within cricket; • act ethically and professional towards participants, coaches and other staff members 		

<p>Assessment methods - Formal formative: Class tests, Assignments</p> <p>Assessment methods – Summative: Theoretical examination, Practical examination</p> <p>Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%</p> <p>Method of delivery: Full-time</p>

Module code: HMXN211	Semester 1	NQF level: 6, Credits: 8
TITLE: COACHING SCIENCE IN NETBALL		
<p>Module outcomes: On completion of the module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • detailed theoretical and practical knowledge and techniques in netball, to offer effective coaching methods for children; • fundamental knowledge to operate effectively within the context of netball; • acquired knowledge to critically and logically understand the roles of all components of netball in order to solve problems; • ethical and professional behaviour towards participants, coaches and other staff members. 		
<p>Assessment criteria: Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • apply detailed theoretical and practical knowledge and techniques to offer effective netball coaching methods to children; • implement fundamental knowledge to do lesson planning, error analysis, rules and safety of netball players, nutrition guidelines for competitions; • reflect acquired knowledge to identify the scope, professional relationships and approaches within netball; • act ethically and professional towards participants, coaches and other staff members 		
<p>Assessment methods - Formal formative: Class tests, Assignments</p> <p>Assessment methods – Summative: Theoretical examination, Practical examination</p> <p>Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%</p> <p>Method of delivery: Full-time</p>		

Module code: HMXR221	Semester 2	NQF level: 6, Credits: 8
TITLE: COACHING SCIENCE IN RUGBY		
<p>Module outcomes: On completion of the module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • detailed theoretical and practical knowledge and techniques in rugby, to offer effective coaching methods for children; • fundamental knowledge to operate effectively within the context of rugby; • acquired knowledge to critically and logically understand the roles of all components of rugby in order to solve problems; • ethical and professional behaviour towards participants, coaches and other staff members. 		

<p>Assessment criteria: Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • apply detailed theoretical and practical knowledge and techniques to offer effective rugby coaching methods to children; • implement fundamental knowledge to do lesson planning, error analysis, rules and safety of rugby players, nutrition guidelines for competitions; • reflect acquired knowledge to identify the scope, professional relationships and approaches within rugby; • act ethically and professional towards participants, coaches and other staff members <p>Assessment methods - Formal formative: Class tests, Assignments</p> <p>Assessment methods – Summative: Theoretical examination, Practical examination</p> <p>Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%</p> <p>Method of delivery: Full-time</p>

Module code: HMXS211	Semester 1	NQF level: 6, Credits: 8
TITLE: COACHING SCIENCE IN SWIMMING		
<p>Module outcomes: On completion of the module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • detailed theoretical and practical knowledge and techniques regarding swimming, to offer effective coaching methods for children; • fundamental knowledge to operate effectively within the context of swimming; • acquired knowledge to critically and logically understand the roles of all components of swimming in order to solve problems; • ethical and professional behaviour towards participants, coaches and other staff members. 		
<p>Assessment criteria: Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • apply detailed theoretical and practical knowledge and techniques to offer effective swimming coaching methods to children; • implement fundamental knowledge to do lesson planning, error analysis, rules and safety of swimmers, nutrition guidelines for competitions; • reflect acquired knowledge to identify the scope, professional relationships and approaches within swimming; • act ethically and professional towards participants, coaches and other staff members <p>Assessment methods - Formal formative: Class tests, Assignments</p> <p>Assessment methods – Summative: Theoretical examination, Practical examination</p> <p>Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%</p> <p>Method of delivery: Full-time</p>		

Module code: HMXT211	Semester 1	NQF level: 6, Credits: 8
TITLE: COACHING SCIENCE IN TENNIS		
<p>Module outcomes: On completion of the module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • detailed theoretical and practical knowledge and techniques regarding tennis, to offer effective coaching methods for children; • fundamental knowledge to operate effectively within the context of tennis; • acquired knowledge to critically and logically understand the roles of all components of tennis in order to solve problems; • ethical and professional behaviour towards participants, coaches and other staff members. 		
<p>Assessment criteria: Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • apply detailed theoretical and practical knowledge and techniques to offer effective tennis coaching methods to children; • implement fundamental knowledge to do lesson planning, error analysis, rules and safety of tennis players, nutrition guidelines for competitions; • reflect acquired knowledge to identify the scope, professional relationships and approaches within tennis; • act ethically and professional towards participants, coaches and other staff members 		
<p>Assessment methods - Formal formative: Class tests, Assignments</p>		
<p>Assessment methods – Summative: Theoretical examination, Practical examination</p>		
<p>Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%</p>		
<p>Method of delivery: Full-time</p>		

Module code: MBWK315	Semester 1	NQF level: 7, Credits: 16
TITLE: APPLIED EXERCISE PHYSIOLOGY		
<p>Module outcomes: On completion of this module, the student should be able to demonstrate the following:</p> <ul style="list-style-type: none"> • integrated knowledge and coherent understanding of the different fields of Applied Exercise Physiology; • specific exercise guidelines in working out in a gymnasium; • adjusting and executing gym programs in accordance with the code of conduct of an exercise practitioner. 		
<p>Assessment criteria: Students have mastered the outcomes if they are able to do the following:</p> <ul style="list-style-type: none"> • demonstrate integrated knowledge and coherent understanding of exercise physiology, anatomy, various resistance exercises and exercise apparatus relating to basic resistance-, programming and the execution of the various techniques within a gymnasium environment; • demonstrate, evaluate and correctly apply the various exercise techniques in a gymnasium or field environment; • adjust and execute gym programs in accordance with the code of conduct of an exercise practitioner. 		

<p>Assessment methods – Formal formative: Class tests; Assignments</p> <p>Assessment methods – Summative: Theoretical exam; Practical exam</p> <p>Assessment plan: Module mark consist of: Participation mark 60%, Exam mark 40%</p> <p>Method of delivery: Full-time</p>

Module code: MBWK316	Semester 1	NQF level: 7, Credits: 16
TITLE: BIOKINETICS		
<p>Module outcomes: On completion of this module, the student should be able to demonstrate the following:</p> <ul style="list-style-type: none"> integrated knowledge and coherent understanding in the application of different Biokinetic-specific theories, terminologies and definitions; interpret and apply the physiological and exercise-physiologic principles; elementary knowledge, coherence and critical understanding of the most important ethical problems associated with Biokinetics. 		
<p>Assessment criteria: Students have mastered the outcomes if they are able to do the following:</p> <ul style="list-style-type: none"> reflect integrated knowledge and coherent understanding in the application of different subject-specific theories, terminologies and definitions; interpret and apply the physiological and exercise-physiologic principles concerning physical activities, physical fitness, and repetitive exercise as preventative and treatment modalities in the working environment; apply the concept of hypokinesia on health and identify and implement certain lifestyle adjustments; demonstrate elementary knowledge, coherence and critical understanding of the most important ethical problems associated with Biokinetics. 		
<p>Assessment methods – Formal formative: Class tests; Assignments</p> <p>Assessment methods – Summative: Theoretical exam</p> <p>Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50%</p> <p>Method of delivery: Full-time</p>		

Module code: MBWK325	Semester 2	NQF level: 7, Credits: 16
TITLE: APPLIED EXERCISE SCIENCE PRACTICE		
<p>Module outcomes: On completion of this module, the student should be able to demonstrate the following:</p> <ul style="list-style-type: none"> integrated knowledge and coherent understanding of Applied Exercise Science Practice; integrated knowledge and coherent understanding of the skills necessary to identify, evaluate and solve complex practice-related sport-specific problems; ability to plan exercise programs aimed at particular sport-specific needs; reflect in all communication that an established value system and ethical conduct is considered. 		

<p>Assessment criteria: Students have mastered the outcomes if they are able to do the following:</p> <ul style="list-style-type: none"> • demonstrate, evaluate, correct and critique the various training methods, techniques and strategies; • take programming and specific exercise guidelines, as well as performance goals into consideration in the compilation, analysis, evaluation and adaptation of different types of programs; • demonstrate the ability to collect and analyse relevant research information in appropriate literature and use it in the planning of exercise programs aimed at particular sport-specific needs; • reflect the values appropriate to the practice of an exercise practitioner and demonstrate ethical conduct. <p>Assessment methods – Formal formative: Class tests; Assignments</p> <p>Assessment methods – Summative: Theoretical exam; Practical exam</p> <p>Method of delivery: Full-time</p>

Module code: MBXA324	Semester 2	NQF level: 7, Credits: 32
TITLE: PRACTICAL COACHING IN ATHLETICS		
<p>Module outcomes: After completion of the module, the student should:</p> <ul style="list-style-type: none"> • demonstrate exposure to various aspects regarding the coaching career related to the specific sport, and exercise it practically. 		
Methods of assessment: Practical		
Method of delivery: Full-time		

Module code: MBXR217	Semester 1	NQF level: 6, Credits: 8
TITLE: SPORT MANAGEMENT		
<p>Module outcomes: After completion of the module, the student should be able to:</p> <ul style="list-style-type: none"> • apply applicable factual knowledge with regard to management tasks in sport; • know, interpret and reflect the various definitions with regard to sport management; • interpret and reflect management communication skills practically; • understand and develop a financial management system of a sport club. 		
Methods of assessment: 50:50		
Method of delivery: Full-time		

Module code: MBXR219	Semester 1	NQF level: 6, Credits: 8
TITLE: SPORT ORGANIZATION AND ADMINISTRATION		
<p>Module outcomes: After completion of the module, the student should be able to:</p> <ul style="list-style-type: none"> • integrate complete knowledge and skills of human movement with the principles of recreation and adventure practices applicable to sport, health and human development in the acquisition of applied skills by problem solving, executing of projects, dealing with true-life case studies and practice-centred scenarios; 		

- attach evidence-driven interpretation through analysis, synthesis and evaluation to research results by founding it theoretically and effectively communicate it individually or in a group in writing by means of Information Technology and verbally to laymen and professional audiences;
- demonstrate that in reaching outcomes, reasoning and communication are based on a pure world and life philosophy and an established value system.

Methods of assessment: 50:50

Method of delivery: Full-time

Module code: MBXR324	Semester 2	NQF level: 7, Credits: 32
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TITLE: PRACTICAL COACHING IN RUGBY

Module outcomes:

After completion of the module, the student should:

- demonstrate exposure to various aspects regarding the coaching career related to the specific sport, and exercise it practically.

Methods of assessment: Practical

Method of delivery: Full-time

Module code: MBXS324	Semester 2	NQF level: 7, Credits: 32
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TITLE: PRACTICAL COACHING IN SOCCER

Module outcomes:

After completion of the module, the student should:

- demonstrate exposure to various aspects regarding the coaching career related to the specific sport, and exercise it practically.

Methods of assessment: Practical

Method of delivery: Full-time

Module code: MIYM311	Semester 1	NQF level: 7, Credits: 24
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TITLE: MIDWIFERY I AND PRACTICALS

Module outcomes:

- Ensuring normal pregnancy whenever possible, by maintaining and improving general health of the pregnant woman.
- Ensuring early detection, referral and management of complications during pregnancy.
- Provision of nursing care and careful screening of all 150 pregnant women to prevent occurrence of complications.
- Provision of health education and family planning

Method of delivery: Full-time

Module code: MIYM322	Semester 2	NQF level: 7, Credits: 24
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TITLE: MIDWIFERY I AND PRACTICALS

Module outcomes:

- Ensuring normal labour whenever possible, by maintaining and improving general health of the pregnant woman.
- Ensuring early detection, referral and management of complications during labour.

<ul style="list-style-type: none"> • Provision of nursing care and careful screening of all pregnant women during labour to prevent occurrence of complications. • Ensuring quality midwifery care and prevention of medico-legal hazards during labour
Method of delivery: Full-time

Module code: MIYM411	Semester 1	NQF level: 8, Credits: 18
TITLE: MIDWIFERY II AND PRACTICALS		
Module outcomes:		
<ul style="list-style-type: none"> • Ensuring normal and healthy new-born whenever possible, by maintaining and improving • general health of the pregnant woman. • Ensuring early detection, referral and management of complications of a new-born after delivery. Provision of nursing care and careful screening of all new-born babies to prevent occurrence of complications and medico-legal hazards 		
Method of delivery: Full-time		

Module code: MIYM422	Semester 2	NQF level: 8, Credits: 18
TITLE: MIDWIFERY II AND PRACTICALS		
Module outcomes:		
<ul style="list-style-type: none"> • Ensuring normal puerperium whenever possible, by maintaining and improving general health of the pregnant woman. • Ensuring early detection, referral and management of complications during puerperium. Provision of nursing care and careful screening of all women during puerperium to prevent occurrence of complications. • Provision of health education and family planning during puerperium. Ensuring quality midwifery care and prevention of medico-legal hazards 		
Method of delivery: Full-time		

Module code: MKBN121	Semester 2	NQF level: 5, Credits: 12
TITLE: MICROBIOLOGY FOR NURSING		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • describe and compare prokaryotic and eukaryotic cell structure and function; • discuss various aspects regarding infectious diseases caused by the most important bacteria, fungi, viruses and protozoa and other selected parasites; • demonstrate expertise with regard to specific and non-specific mechanisms surrounding the host's protection against infectious diseases. 		
Methods of assessment: 50:50		
Method of delivery: Full-time		

Module code: MKBX213	Semester 1	NQF level: 6, Credits: 8
TITLE: MICROBIOLOGY FOR FOOD AND NUTRITION		
Module outcomes:		
On successful completion of this module, you must be able to demonstrate:		
<ul style="list-style-type: none"> • basic knowledge of prokaryotic and eukaryotic cell structure, diversity and taxonomy; 		

- understanding the effects of various growth factors on the growth and culture of microorganisms;
- detailed knowledge of food preservation and the role of microorganisms in food spoilage;
- knowledge about the most prevalent foodborne illnesses and ways to prevent disease outbreaks;
- understand the role of different microorganisms and its application in fermentation of foods;
- apply basic laboratory techniques used in microbiological laboratories and demonstrate knowledge of methods for quality control of food;
- maintain strict ethical principles under all circumstances and to continuously show respect for life.

Assessment criteria:

The student has reached the module outcomes when he/she can:

- Compare prokaryotic and eukaryotic cell structures and show a basic understanding of diversity and taxonomy.
- Relate the knowledge of reactions of microorganisms to different growth factors and food preservation and spoilage of food.
- Demonstrate knowledge of different methods for food preservation.
- Recognise and discuss factors that determine the composition of food spoilage organisms.
- Discriminate between microorganisms responsible for foodborne diseases and discuss the importance of food poisoning.
- Explain the process of fermentation of different foodstuffs.
- Relate the fermentation process to the interaction between the microorganisms involved.
- Explain the concepts involved in determining and maintaining the microbiological quality of food.
- Execute basic laboratory techniques with regard to Microbiology and report back in this regard.
- Complete practical assignments successfully in group context.
- Understand the ethical issues involved and implications of food associated microorganisms and its socioeconomic impact.

Assessment methods – Formal formative:

3 x Class tests. Written during the first 20 minutes of fixed/scheduled contact sessions. The purpose of these evaluation opportunities is to determine whether students fully understand any terms or concepts that were dealt with in the previous study section. It furthermore serves as an opportunity for any required remedial exercises.

2 x Assignments. Students will be given relevant assignments both during contact sessions and on eFundi.

1 x Semester test. This is a comprehensive evaluation opportunity that occurs in April. The test forms an integral part of the participation mark. It contributes 25% to the module mark.

6 x Practical sessions including tests to prepare students, as well as reports regarding every practical session. Preparatory tests will be written during the initial 15 minutes of each practical session. Evaluation thereof will be aimed at evaluation of your mastery and understanding of the practical session.

Practical assignments must be submitted weekly prior to the start of the next practical session.

Assessment methods – Summative:

1 x Examination paper of 2 hours at the end of the semester according to the academic timetable.

1 x Examination paper of 2 hours as a second for students who have missed the first opportunity or have failed the first examination.

Assessment plan:

Participation mark 50% and examination mark 50% of final module mark.

Method of delivery: Full-time

Module code: MKPN111

Semester 1

NQF level: 5, Credits: 12

TITLE: MICROBIOLOGY FOR PHARMACY IA

Module outcomes:

At the end of the module the student should be able to:

- demonstrate knowledge of microbiology and its relation to pharmaceutical and occupational health sciences;
- apply knowledge of infectious diseases, infection control and related procedures within the health sciences context;
- demonstrate and apply specific microbiology laboratory techniques;
- exhibit skills in elementary research techniques, group work, report writing and problem solving through case studies;
- uphold strict ethical principles in all situations and show respect for life without exception.

Assessment criteria:

- Give an oversight about the development and scope of Microbiology and its relation to health sciences but specifically to pharmaceutical and occupational sciences.
- Compare prokaryotic and eukaryotic cell structure and function and indicate relationships between prokaryotes and eukaryotes, as well as display a basic knowledge of taxonomy.
- Summarise key aspects with regard to microbial diversity related to health sciences.
- Demonstrate sound knowledge related to the growth of micro-organisms as well as the control of microorganisms by means of physical and chemical methods.
- Demonstrate sound knowledge related relevant to chemical antimicrobial agents, its activities and mechanisms that could cause resistance.
- Be able to summarise important key aspects and demonstrate an informed understanding regarding microbial pathogenicity and epidemiology.
- Explain key concepts related to defence mechanisms of the body and the various other lines of defence, as well as the application of these concepts in relation to immunodiagnosics and vaccination.
- Summarise and discuss important key aspect related to the defence mechanisms of the body and selected diseases of various body systems.
- Demonstrate the ability to correctly perform basic techniques in the Microbiology laboratory.
- Complete written and oral assignments as an individual or member of a group in a given context to demonstrate mastering of the outcomes of this module.
- Show responsibility and ethical conduct with regard to academic standards, the use of resources and work submitted as an individual or as a member of a group.

Assessment methods – Formal formative:

Class tests; Assignments; Official scheduled tests; Practical Examinations

Assessment methods – Summative:

Sit-down theory examinations
Assessment plan: Formative assessments 50% (of which 25% from theoretical component and 25% from practical component), Summative assessment 50%
Method of delivery: Full-time

Module code: NADM211	Semester 1	NQF level: 6, Credits: 24
TITLE: NURSING MANAGEMENT II AND PRACTICALS		
Module outcomes: After successful completion of this module, the student should: <ul style="list-style-type: none"> • Formulate organisational structures for healthcare units. • Formulate the vision , mission, philosophy, objectives and policies of a healthcare units. • Manage a nursing unit. 		
Assessment methods – Formal formative: Peer and self-assessment; Classroom Presentation; and Case-based studies		
Assessment methods – Summative: Assignments; Written Test; Written examination and Portfolio assessment		
Assessment plan: Assessment weights will be indicated in the study guide and on eFundi.		
Method of delivery: Self-directed learning, lecture, blended learning and observation/demonstration.		

Module code: NADM222	Semester 2	NQF level: 6, Credits: 24
TITLE: NURSING MANAGEMENT II AND PRACTICALS		
Module outcomes: After successful completion of this module, the student should: <ul style="list-style-type: none"> • Apply the principles and processes of problem-solving and decision-making. • Demonstrate the ability to manage and resolve conflict in an organisation. • Apply organisational theories and modalities to provide effective service delivery. • Apply strategies to enhance work productivity and prevent absenteeism. 		
Assessment methods – Formal formative: Peer and self-assessment; Classroom Presentation; and Case-based studies		
Assessment methods – Summative: Assignments; Written Test; Written examination and Portfolio assessment		
Assessment plan: Assessment weights will be indicated in the study guide and on eFundi.		
Method of delivery: Self-directed learning, lecture, blended learning and observation/demonstration.		

Module code: NADM311	Semester 1	NQF level: 7, Credits: 18
TITLE: NURSING MANAGEMENT III AND PRACTICALS		
Module outcomes: After successful completion of this module, the student should: <ul style="list-style-type: none"> • Demonstrate the ability to plan strategically for effective healthcare delivery. • Utilise strategies to plan and manage time effectively. • Demonstrate the ability to effectively plan, manage and implement change. 		

<ul style="list-style-type: none"> • Identify, plan for and manage potential risks in an organisation. • Identify personnel and unit sources of stress and manage them.
<p>Assessment methods – Formal formative: Peer and self-assessment; Classroom Presentation; and Case-based studies</p> <p>Assessment methods – Summative: Assignments; Written Test; Written examination and Portfolio assessment</p> <p>Assessment plan: Assessment weights will be indicated in the study guide and on eFundi.</p>
<p>Method of delivery: Self-directed learning, lecture, blended learning and observation/demonstration.</p>

Module code: NADM322	Semester 2	NQF level: 7, Credits: 18
TITLE: NURSING MANAGEMENT III		
<p>Module outcomes: After successful completion of this module, the student should:</p> <ul style="list-style-type: none"> • Demonstrate communication skills to facilitate effective management and collaboration processes. • Demonstrate the ability to render quality nursing care and prevent health risks against consumers of health. 		
<p>Assessment methods – Formal formative: Peer and self-assessment; Classroom Presentation; and Case-based studies</p> <p>Assessment methods – Summative: Assignments; Written Test; Written examination and Portfolio assessment</p> <p>Assessment plan: Assessment weights will be indicated in the study guide and on eFundi.</p>		
<p>Method of delivery: Self-directed learning, lecture, blended learning and observation/demonstration.</p>		

Module code: NCHM111	Semester 1	NQF level: 5, Credits: 18
TITLE: COMMUNITY NURSING SCIENCE I AND PRACTICALS		
<p>Module outcomes:</p> <ul style="list-style-type: none"> • Identification of trends and indicators affecting health. • Utilization of the knowledge of epidemiology in determining factors affecting health. • Demonstration of the ability to accommodate social and cultural diverse individuals and communities. • Display competence in assessing the communities to identity their health needs, resources and problems. 		
<p>Method of delivery: Full-time</p>		

Module code: NCHM122	Semester 2	NQF level: 5, Credits: 18
TITLE: COMMUNITY NURSING SCIENCE I AND PRACTICALS		
<p>Module outcomes:</p> <ul style="list-style-type: none"> • Demonstrate the knowledge of basic human needs of individuals, families and communities. • Demonstrate basic communication processes in interacting with individuals, families and communities. 		

<ul style="list-style-type: none"> Apply the nursing process in the assessment and diagnosis of the basic needs of individuals, families and communities.
Method of delivery: Full-time

Module code: NCHM211	Semester 1	NQF level: 6, Credits: 12
TITLE: COMMUNITY NURSING SCIENCE II AND PRACTICALS		
Module outcomes:		
<ul style="list-style-type: none"> Demonstrate the competence of assessing, diagnosing, preventing, treating and rehabilitating common, non-and communicable diseases. 		
Method of delivery: Full-time		

Module code: NCHM222	Semester 2	NQF level: 6, Credits: 24
TITLE: COMMUNITY HEALTH AND PRACTICALS		
Module outcomes:		
<ul style="list-style-type: none"> Demonstrate knowledge of health care of specific groups in the community. Apply relevant policies and legislation in the care of these groups. 		
Method of delivery: Full-time		

Module code: NCHM311	Semester 1	NQF level: 7, Credits: 6
TITLE: COMMUNITY NURSING SCIENCE III AND PRACTICALS		
Module outcomes:		
<ul style="list-style-type: none"> Demonstrate the ability to identify emergency and/or disaster situations in the community. Display assessment skills in any emergency and/or disaster situation. Demonstrate the ability to participate in the development of a data base on emergency and disaster management. Apply relevant policies and legislation in the management of the said situation. 		
Method of delivery: Full-time		

Module code: NCHM322	Semester 2	NQF level: 7, Credits: 6
TITLE: COMMUNITY NURSING SCIENCE III AND PRACTICALS		
Module outcomes:		
<ul style="list-style-type: none"> Demonstrate the ability to identify, establish and co-ordinate consultative forums with the relevant stakeholders in the community. Display assessment skills of available resource utilisation to improve empowerment and capacity building. Demonstrate the ability to participate in the development of health care projects in collaboration with the necessary stakeholders. Apply relevant policies and legislation in the management of identified projects 		
Method of delivery: Full-time		

Module code: NEDM211	Semester 1	NQF level: 6, Credits: 24
TITLE: NURSING EDUCATION II AND PRACTICALS		
Module outcomes: After successful completion of this module, the student should be able to:		
<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the essential elements of assessment; assessment options and the need for effective feedback • Use variety of strategies to assess and evaluate teaching –learning in the cognitive, psychomotor and affective domains • Implement evidence based assessment and evaluation strategies that are appropriate to the student and learning outcomes. • Demonstrate skills in design and use of tools for clinical practice in collaboration with key role players. Compile an accurate criterion-referenced assessment tool to be used for assessment of clinical procedures • Compile and organise a complete and professional practical portfolio 		
Assessment methods – Formal formative: Peer and self-assessment; Classroom Presentation; and Case-based studies		
Assessment methods – Summative: Assignments; Written Test; Written examination and Portfolio assessment		
Assessment plan: Assessment weights will be indicated in the study guide and on eFundi.		
Method of delivery: Self-directed learning, lecture and blended learning		

Module code: NEDM222	Semester 2	NQF level: 6, Credits: 24
TITLE: NURSING EDUCATION II AND PRACTICALS		
Module outcomes: After successful completion of this module, the student should be able to:		
<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of global, and regional contemporary trends and issues impacting on nursing education. • Display competence in incorporating and engaging learners with the use of appropriate information technologies including eLearning in teaching and learning processes. • Manage the classroom through preventive, corrective and redirected strategies to promote positive learning environments. • Evaluate evidence based literature or research for use in nursing education to foster Interprofessional Education (IPE) in health sciences. 		
Assessment methods – Formal formative: Peer and self-assessment; Classroom Presentation; and Case-based studies		
Assessment methods – Summative: Assignments; Written Test; Written examination and Portfolio assessment		
Assessment plan: Assessment weights will be indicated in the study guide and on eFundi.		

Module code: NEDM311	Semester 1	NQF level: 7, Credits: 18
TITLE: NURSING EDUCATION III AND PRACTICALS		
Module outcomes: After successful completion of this module, the student should be able to:		
<ul style="list-style-type: none"> • Demonstrate knowledge of curriculum development including community needs assessment, analyses of purpose, philosophy, concepts and framework. 		

- Apply the relevant legislative framework in curriculum development, implementation and review
- Plan in quality reviews, to assess strengths and weaknesses of the programme based on set criteria in collaboration with key role players
- Utilise the quality review results for benchmarking and ongoing progress to improve role effectiveness
- Compile and organise a complete and professional practical portfolio
- Conduct a situational analysis of an accredited Nursing Education Institution.

Assessment methods – Formal formative:

Peer and self-assessment; Classroom Presentation; and Case-based studies

Assessment methods – Summative:

Assignments; Written Test; Written examination and Portfolio assessment

Assessment plan:

Assessment weights will be indicated in the study guide and on eFundi.

Module code: NEDM322	Semester 2	NQF level: 7, Credits: 18
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TITLE: NURSING EDUCATION III AND PRACTICALS

Module outcomes:

After successful completion of this module, the student should be able to:

- Demonstrate knowledge of ethical and legal ethical issues relevant to higher education and profession to design and implement policies and procedures related to students and educational environment.
- Establish and maintain innovative educational partnerships to promote health and meet societal imperatives.
- Explore the concept scholarship in teaching and learning in higher education .
- Demonstrate the ability to use the steps of evidence-based practice to develop clinical practice guidelines and design projects to improve health science education.
- Record and analyse relevant information appropriately, to facilitate communication and effective retrieval when necessary.
- Compile and organise a complete and professional practical portfolio.

Assessment methods – Formal formative:

Peer and self-assessment; Classroom Presentation; and Case-based studies

Assessment methods – Summative:

Assignments; Written Test; Written examination and Portfolio assessment

Assessment plan:

Assessment weights will be indicated in the study guide and on eFundi.

Module code: NRMM311	Semester 1	NQF level: 7, Credits: 12
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TITLE: RESEARCH METHODOLOGY

Module outcomes:

After successful completion of this module, the student should be able to:

- Demonstrate the knowledge of different research methods.
- Demonstrate the knowledge of the research process.

Assessment methods – Formal formative:

Peer and self-assessment; Classroom Presentation; and Case-based studies

Assessment methods – Summative:

Assignments; Written Test; Written examination and Portfolio assessment

Assessment plan: Assessment weights will be indicated in the study guide and on eFundi.
Method of delivery: Self-directed learning, lecture and blended learning

Module code: NRMM411	Semester 1	NQF level: 8, Credits: 12
TITLE: RESEARCH METHODOLOGY		
Module outcomes: After successful completion of this module, the student should be able to:		
<ul style="list-style-type: none"> • Demonstrate the knowledge of different research methods. • Demonstrate the knowledge of the research process 		
Method of delivery: Full-time		

Module code: NRPM322	Semester 2	NQF level: 7, Credits: 12
TITLE: NURSING RESEARCH PROJECT		
Module outcomes: After successful completion of this module, the student should be able to:		
<ul style="list-style-type: none"> • Demonstrate ability to formulate a research proposal. • Conduct a research study. • Compile a research report on the findings. 		
Assessment methods – Formal formative: Peer and self-assessment; Classroom Presentation; and Case-based studies		
Assessment methods – Summative: Research proposal, research report in a form of an article.		
Method of delivery: Self-directed learning, research seminars, lecture and blended learning		

Module code: NRPM422	Semester 2	NQF level: 8, Credits: 12
TITLE: RESEARCH PROJECT		
For information regarding module outcomes and assessment methods: Refer to School of Nursing (Mafikeng). Module only presented in Mafikeng		
Method of delivery: Full-time		

Module code: NUTB111	Semester 1	NQF level: 5, Credits: 12
TITLE: INTRODUCTION TO THE PROFESSIONS		
Module outcomes: Upon completion of the module, the student must be able to:		
<ul style="list-style-type: none"> • demonstrate the knowledge and application of the rules and regulations of the Health Professionals Council of South Africa (HPCSA) within the career; • demonstrate the knowledge of ethical values and human right's system, as well as insight on the professional skills of a qualified dietitian and nutritionist; • gather, evaluate and integrate scientific information on ethical behaviour, private practice and lifelong learning within the profession(s), as well as to communicate it orally and in written form in a format that is compliant and acceptable to the discipline; • individually or as part of a group - identify, analyse, evaluate and make recommendations or offer solutions for simple real-life situations and problems 		

regarding the code of conduct for professional nutritionists and/or dietitians as well as the health problems inherent to the South African population.

Assessment criteria:

The student can:

- demonstrate, by means of written as well as oral reporting and IT technology, your sound knowledge and insight on the professional skills of a qualified dietitian and nutritionist when applying the relevant rules and regulations of the Health Professionals Council for South Africa during practising and identifying of the main professions of the field;
- identify, analyse, evaluate and make recommendations or offer solutions for simple and current situations and problems related to die code of conduct for the professions of dietetics and nutrition as well as health problems pertinent to South Africa, by means of written report, oral presentation and a collage; and
- collect, evaluate and integrate scientific data in relation to ethical conduct, private practice, lifelong learning in a report that conforms to the applicable format and guidelines of the section as well as communicate it orally to an audience, using IT technology.

Assessment methods – Formal formative

The students must submit assignments and written class tests

Assessment methods – Summative

Sit-down written exam

Assessment plan

Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%

Method of delivery: Full-time

Module code: NUTB112	Semester 1	NQF level: 5, Credits: 12
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TITLE: INTRODUCTION TO NUTRITION

Module outcomes:

Having completed this module, the student should:

- have an understanding of basic nutrition principles;
- be able to evaluate nutritional status and the accompanying health risks associated with malnutrition (including over- and undernutrition) ;
- be able to evaluate nutritional adequacy of a diet and give advice to optimise the nutritional adequacy thereof;
- be able to plan a balanced diet for the general public;
- be able to plan a balanced diet and provide strategies towards achieving and maintaining a healthy body weight.

Assessment criteria:

The student can demonstrate the following:

- knowledge and understanding of basic nutrition principles;
- evaluate nutritional status and the accompanying health risks associated with malnutrition;
- knowledge of and an ability to plan balanced diets for healthy individuals and modify diets to be nutritionally adequate;
- recommend sensible strategies for achieving and maintaining a healthy body weight.

Assessment methods – Formal formative

The students must submit theoretical and practical assignments and written class tests.

Assessment methods – Summative

Sit-down written exam

Assessment plan
Formative assessments 50%; Summative assessment 50% (1:1). Exam sub-minimum: 40%
Method of delivery: Full-time

Module code: NUTB121	Semester 1	NQF level: 5, Credits: 12
TITLE: NUTRIENTS		
Module outcomes:		
At the end of this module the student should:		
<ul style="list-style-type: none"> • demonstrate knowledge and informed understanding regarding the physical and chemical nature of carbohydrates, metabolic functions and the health effects thereof; the transport of lipids in the blood; protein sources; micronutrients; functional foods and phytochemicals; • demonstrate the ability to identify, analyse and manage standard dietary problems, analyse and evaluate the value and composition of basic diets and solve general community and individual dietary problems as reflected in given contexts by using appropriate guidelines, principles and theories; • be able to communicate suggestions for effective dietary management in an appropriate and professional manner, verbally or in writing, using relevant IT, taking note of the rules on plagiarism and copyright, and according to prescribed academic and technical standards. 		
Assessment criteria:		
The student has reached the outcomes when he/she can:		
<ul style="list-style-type: none"> • explain the physical and chemical nature of carbohydrates, metabolic functions and the health effects thereof; give the most important nutritional sources of fatty acids; differentiate between the different chain lengths and the physiological effects thereof; discuss the relationship between dietary lipids and lipids in the blood; be able to distinguish between protein sources of good and poor quality; describe the interrelationships between functions of the micronutrients in the body; • apply appropriate methods to identify a micronutrient deficiency or excess and prescribe dietary adjustments based on the findings; • evaluate different sources of information on the role of alternative sweeteners, dietary supplements, functional foods and phytochemicals in maintaining good health according to scientifically based information. 		
Assessment methods – Formal formative		
The students must submit theoretical and practical assignments, written class tests as well as hold a nutrition expo.		
Assessment methods – Summative		
Portfolio of evidence (20%); Sit-down written examination (30%)		
Assessment plan		
Formative assessments 50%; Summative assessment 50% (1:1). Exam sub-minimum: 40%		
Method of delivery: Full-time		

Module code: NUTB211	Semester 1	NQF level: 6, Credits: 16
TITLE: NUTRITION THROUGH THE LIFE CYCLE		
Module outcomes:		
At the end of this module the student should demonstrate:		
<ul style="list-style-type: none"> • detailed knowledge and a clear understanding of the physiological and sociological factors that influence nutrient requirements and intake during the life cycle, and how 		

such knowledge relates to development and quality of life of individuals and groups during the different phases of the life cycle;

- analyse and evaluate the nutritional adequacy of different diets for healthy adults, the elderly, pregnant women, lactating mothers, infants, young children, school-going children, adolescents and active individuals;
- make practical recommendations, in accordance with the guidelines and professional scope of practice, for individuals or groups in different stages of the life cycle to optimise their nutritional status;
- evaluate and interpret growth norms of infants, young- and school-going children and communicate findings in a coherent and professional manner.

Assessment criteria:

The student has reached the outcomes when he/she can:

- demonstrate, by means of written as well as oral reporting, sound knowledge and insight on the physiological and sociological factors that influence nutrient intake and requirements during the life cycle and how such knowledge will impact on development and quality of life;
- accurately apply appropriate methods of calculation to evaluate diets, in terms of nutritional adequacy, for healthy adults, the elderly, pregnant women, lactating mothers, infants, young children, school-going children, adolescents and active individuals;
- demonstrate, by means of written as well as oral reporting, sound knowledge and insight by making practical recommendations for individuals and groups in different stages of the life cycle, as well as for physically active individuals, to optimise their nutritional status;
- accurately plot anthropometric data on the appropriate growth charts to evaluate the growth norms of infants, young- and school-going children, and then demonstrate by means of written as well as oral reporting, sound knowledge and insight by accurately interpreting the growth charts.

Assessment methods – Formal formative

The students must submit assignments and written class tests.

Assessment methods – Summative

Sit-down written exam

Assessment plan

Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%

Method of delivery: Full-time

Module code: NUTC222	Semester 2	NQF level: 6, Credits: 16
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TITLE: INTRODUCTION TO COMMUNITY NUTRITION

Module outcomes:

After successful completion of the module, the student will be able to demonstrate:

- a detailed knowledge of the international and national nutrition situation;
- a detailed knowledge and understanding of food and nutrition security;
- knowledge and understanding of the national nutrition-related policies and programmes, including the Integrated Nutrition Programme (INP);
- a detailed knowledge and understanding as well as the ability to efficiently conduct nutrition promotion, nutrition education, and social behaviour change;
- a detailed knowledge and understanding and the ability to identify, classify and manage malnutrition in the community;
- a detailed knowledge and the ability to address the prevention of communicable and non-communicable diseases of national concern;

- an understanding of the role of a community nutrition dietitian within the public health care system;
- the ability to effectively work together in a team and display an ethically accountable approach to attain the outcomes relevant to this module.

Assessment criteria:

The student will have reached the outcomes when he/she is able to:

- critically discuss both the international and national nutrition situation;
- explain the main areas of food and nutrition security, including an understanding of key terms, concepts, principles and frameworks as well as factors contributing towards food and nutrition security;
- describe the national nutrition-related policies and programmes (including the INP), and be able to identify the role of a community nutrition dietitian within these programmes;
- demonstrate what nutrition promotion, nutrition education and social behaviour change entails;
- identify, classify and manage malnutrition in the community;
- list and describe the communicable and non-communicable diseases of national concern, and be able to address the prevention thereof;
- demonstrate the role of a community nutrition dietitian in the community;
- work effectively, either individually or in a team, towards meeting the outcomes of this module.

Assessment methods – Formal formative

The students must submit assignments, written reports and written class tests.

Assessment methods – Summative

Sit-down written exam

Assessment plan

Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%

Method of delivery: Full-time

Module code: NUTC322

Semester 2

NQF level: 7, **Credits:** 8

TITLE: COMMUNITY NUTRITION

Module outcomes:

After completion of the module, the student will demonstrate:

- a comprehensive knowledge and understanding of the health system in South Africa, as well as the ability to identify, analyse and evaluate the role of the District Dietitian in primary health care;
- an integrated knowledge and understanding of the nutrition-related primary health care (PHC) policy environment in South-Africa, as well as an ability to critically evaluate the effectiveness and impact of the core nutrition-related policies, strategies, programmes and interventions;
- an ability to identify, critically evaluate and address complex situations and problems regarding nutrition in vulnerable groups in the community with the aim to suggest motivated improvements;
- accurate and coherent written and verbal communication of relevant and critical nutrition information to groups and individuals in the community with the aim to educate them on the importance of health issues.

Assessment criteria:

The student has reached the outcomes if he/she can:

- understand and explain how the health system in South Africa operates;

- correctly identify and evaluate the role of the District Dietitian in the primary health care system;
- integrate and effectively communicate knowledge and logical understanding about the nutrition-related primary health care (PHC) policy environment in South Africa;
- critically evaluate the effectiveness of the core nutrition-related policies, strategies, programmes and interventions;
- apply the PHN cycle and develop a program to prevent, manage/control and monitor specific nutrition-related problems on community level;
- develop and present accurate and coherent written or verbal nutrition information for the purpose of educating the community on relevant nutrition-related health issues.

Assessment methods – Formal formative

The students must submit practical assignments and/or reports and written class tests.

Assessment methods – Summative

Sit-down written examination

Assessment plan

Formative assessments 50%; Summative assessment 50% (1:1). Exam sub-minimum: 40%

Method of delivery: Full-time

Module code: NUTC471	Semester 1 & 2	NQF level: 8, Credits: 32
TITLE: COMMUNITY NUTRITION PRACTICE		
Module outcomes:		
After successful completion of the module, the student will be able to demonstrate:		
<ul style="list-style-type: none"> • an integrated knowledge and critical understanding of the health system and the nutrition-related primary health care (PHC) policy environment in South-Africa; • an ability to engage with nutrition-related policies, strategies, programmes, procedures and interventions in South Africa with the aim to improve the nutritional status of groups and individuals; • an ability to select and apply a range of different but appropriate scientific methods and /or practical skills to collect information and critically evaluate complex situations and problems regarding nutrition in vulnerable groups and individuals in the community with the aim to suggest motivated improvements via effective modes of communication; • an ethically and professional responsible approach to the management and implementation of community nutrition services as an individual but also as part of a multi-disciplinary team. 		
Assessment criteria:		
The student will have reached the outcomes when he/she is able to:		
<ul style="list-style-type: none"> • correctly apply and implement the guidelines recommended in nutrition-related policies and programmes in the PHC system; • correctly apply the appropriate scientific methods to successfully complete a focused nutrition-related research project in the community; • correctly apply the appropriate techniques to successfully collect and evaluate information regarding nutrition and nutritional problems in groups and individuals, particularly vulnerable groups and individuals in the community; • solve or at least improve nutritional problems in vulnerable groups and individuals in the community; • develop and present accurate and coherent written or verbal nutrition-related information to groups and individuals in the community with the aim to promote health and prevent nutrition-related disease; 		

- take responsibility for the use of resources and the quality of nutrition education provided to the community.

Assessment methods – Formal formative

Students will be expected to complete class tests and to submit practical assignments and written reports. Professional conduct will also be evaluated.

Assessment methods – Summative

Sit-down written examination

Assessment plan

Formative assessments 60%; Summative assessment 40% (1:1). Exam sub-minimum: 50%

Method of delivery: Full-time

Module code: NUTF221	Semester 2	NQF level: 6, Credits: 12
TITLE: FOOD SERVICE MANAGEMENT ASPECTS		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate, from an established ethical value system perspective, sound knowledge and practical skills with regard to management and leadership as critical elements of the transformation process, both individually and as part of a team. • be able to identify, analyse, evaluate and make recommendations or offer solutions for complex authentic situations and problems related to human resource management, productivity and the budgeting process, work performance and financial management in the FSU. • be able to gather, evaluate and integrate scientific information into a report that conforms to the applicable formats and conventions of the discipline as well as orally communicate it to an audience by means of the applicable IT. 		
Assessment method: 1 x 3 hours 1 : 1		
Method of delivery: Full-time		

Module code: NUTF222	Semester 2	NQF level: 6, Credits: 12
TITLE: MANAGEMENT AND LEADERSHIP IN FOOD AND NUTRITION		
Module outcomes:		
Upon completion of this module the student should:		
<ul style="list-style-type: none"> • demonstrate, from an established ethical value system perspective, sound knowledge and practical skills with regard to management and leadership as critical elements of the transformation process, both individually and as part of a team; • be able to identify, analyse, evaluate and make recommendations or offer solutions for complex authentic situations and problems related to human resource management, productivity and the budgeting process, work performance and financial management in the FSU; • be able to gather, evaluate and integrate scientific information into a report that conforms to the applicable formats and conventions of the discipline as well as orally communicate it to an audience by means of the applicable IT. 		
Assessment criteria:		
The student has achieved the outcomes if he/she is able to:		
<ul style="list-style-type: none"> • recognise and evaluate management and leadership, in written case studies or in videos/CDs/DVDs of actual situations, as critical elements of the transformation process as well as motivate applicable behaviour in order to improve output and job satisfaction within the given case study/situation; 		

- identify leadership styles and deficiencies of personnel in case studies/CDs/videos and make meaningful recommendations for the improvement of training programmes, by means of a literature study and effective use of relevant resources;
- demonstrate skills in financial management by compiling a monthly budget for a real case and reviewing it over a certain time period (3 months) in accordance with the principles of good financial management;
- demonstrate ethically correct behaviour, in accordance with an established value system, in all aspects of FSU management.

Assessment methods – Formal formative

The students must submit assignments and written class tests.

Assessment methods – Summative

Sit-down written exam

Assessment plan

Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%

Method of delivery: Full-time

Module code: NUTF321	Semester 2	NQF level: 7, Credits: 16
TITLE: FOOD SERVICE MANAGEMENT: SYSTEMS AND LARGE SCALE PRODUCTION		
<p>Module outcomes:</p> <p>After having completed this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate an integrated knowledge and practical skills, as an individual and also as a member of a team, using an established ethical value system as a point of reference, regarding food provision as a critical element in the transformation process, which includes the following: availability of food, distribution of meals, purchasing, reception and production; • identify, analyse and evaluate (critically reflect) situations and problems that are related to control, transformation, outputs, inputs and environmental aspects in the FSU and also present recommendations or evidence-based solutions for these in report format by means of theory-driven arguments; • collect, evaluate and present (communicate) relevant scientific data – both individually and as a member of a team – by integrating well-structured arguments with an awareness of the client’s needs and cultural background, when compiling and executing menus for healthy and sick people. 		
<p>Assessment criteria:</p> <p>The student has achieved the outcomes if he/she:</p> <ul style="list-style-type: none"> • can identify and evaluate food provision as a critical element in the transformation process by means of written case studies, oral presentations, reports of real-life situations, and motivate for applicable action in order to increase outputs regarding the situation; • can practically demonstrate the process of recipe development by planning a meal (function); • demonstrate that he/she can act ethically correct, based on an established value system, regarding all facets of the management of a FSU. <p>The student has achieved the outcomes if he/she:</p> <ul style="list-style-type: none"> • can interpret a foodservice unit by using the systems approach; • identify shortcomings in the FSU with regard to availability of food, distribution of meals, purchases, reception and production, and make meaningful recommendations for programmes and/or training to improve these, based on scholarly analysis of relevant sources; 		

- can advise organisations on which foodservice system should be implemented;
- analyse the impact of the environment on the FSU and make recommendations for improvement;
- can compile production schedules and master orders for a large scale FSU from case studies;
- can integrate customer satisfaction in the compilation of menus;
- analyse and evaluate shortcomings in the control subsystem of the FSU with regard to legislation, stock control, food safety and HACCP and sanitation and safety, and make meaningful recommendations for programmes and/or training to improve these, based on scientific analysis of relevant sources;
- can analyse, evaluate and make recommendations through motivation by means of scientific analysis of relevant sources within the outcomes subsystem from case studies and problem situations.

The student has achieved the outcomes if he/she:

- demonstrate skills and insight when communicating scientific information to the management of a food service unit using appropriate media;
- compiles appropriate meal plans and menus for special diets and normal diets;
- sets up, evaluate and implement a marketing plan for a menu.

Assessment methods – Formal formative

The students must submit assignments and projects, reports, practical sessions in laboratory and written class tests.

Assessment methods – Summative

Sit-down written exam

Assessment plan

Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%

Method of delivery: Full-time

Module code: NUTF471	Semester 1 & 2	NQF level: 8, Credits: 32
TITLE: FOOD SERVICE MANAGEMENT PRACTICE		
Module outcomes:		
Upon completion of this module the student should be able to:		
<ul style="list-style-type: none"> • demonstrate comprehensive and systematic knowledge of food safety as a critical element in the transformation process (availability of food, distribution of meals, purchasing, receiving and production); • identify, analyse and evaluate complex situations and problems that relate to human resources management, productivity, the budgeting process, performance and financial management in the FSU by means of a variety of specialised skills; • as manager of the section, know and implement the generic aspects of management (leadership, planning, implementation, delegation and evaluation) in real-life situations in the FSU, both as an individual or as a member of a team; • communicate in an ethically accountable way on all levels with sick and healthy clients and with employees, and through critical reflection on the relevance of different ethical value systems in the area of foodservice management, identify and address ethical dilemmas. 		
Assessment criteria:		
The student should demonstrate the following:		
<ul style="list-style-type: none"> • expertise with respect to the transformation process with food safety as a critical element by actively participating in management decisions in a FSU as well as giving inputs into the implementation of the decisions in a FSU; 		

- the ability to identify and analyse problems within the FSU and to practically implement feasible solutions for the problems by means of the systems approach in FSM;
- the ability to make theoretical recommendations based on well founded, researched facts and scenarios, and to analyse these and make improvements on the FSU's layout;
- plan a new FSU by implementing specialist knowledge regarding FSUs and the functioning thereof;
- plan an impact study to determine the susceptibility of a foodservice system in an organisation and give recommendations on the implementation thereof;
- compile/develop a food safety - or HACCP program for a FSU, which is based on well-founded theoretical research as well as the interpretation of the available information on the FSU;
- successful menu planning for normal as well as therapeutic diets, following the correct nutritional principles relevant to normal and therapeutic diets with regards to the rules, limitations and demands of FSU.

The student should demonstrate the following:

- the ability to identify, analyse and evaluate complex situations within the FSU in relation to management processes;
- compile a budget for a FSU that complies with the specific demands and needs of FSUs;
- perform a movement economy study and make recommendations based on scientific facts and information to improve the employee's job performance and time management;
- plan, motivate and implement a successful marketing strategy, based on the principles of management and taking into consideration the needs and circumstances of a FSU.

The student should demonstrate the following:

- the ability to manage a FSU with the use of the knowledge on the generic aspects of management, both as an individual or as a member of a team;
- plan, lead and manage a successful production meeting according to effective principles and procedures;
- analyse and evaluate existing organisational charts of different FSU and compile an improved organisational chart for the FSU with the relevant job descriptions for the various posts;
- compile a personal development plan for employees regarding leadership;
- show insight into the various laws that are relevant to FSM by means of a synopsis.
- communicate ethically and responsibly with clients and employees on all levels;
- implement all managerial functions and plans which form part of the FSM's job description in a professionally and ethically correct manner.

Assessment methods - Formal formative:

Students must submit assignments, reports, statistical reports, letters and oral evaluations and lectures

Assessment methods – Summative:

Sit-down written exam

Assessment plan:

Formative assessments 60%: Summative assessment 40%. Exam sub-minimum: 50%

Method of delivery: Full-time

Module code: NUTP271	Semester 2	NQF level: 6, Credits: 12
TITLE: NUTRITION PRACTICE II		
Module outcomes:		
After completing this module the student will demonstrate:		
<ul style="list-style-type: none"> • a basic, practical understanding of how the dietitian functions within the various fields of nutrition, as well as the ability to participate in appropriate, nutrition-related activities; • a basic, practical understanding of the nutrition consultation process, coupled with the ability to apply appropriate techniques to measure these patients' anthropometric status and to record and analyse their food intake using appropriate techniques and tools; • the ability to interact in a respectful, responsible and professional manner with patients and staff members of the health professions team. 		
Assessment criteria:		
The student will have reached the outcomes when he/she is able to:		
<ul style="list-style-type: none"> • demonstrate a basic and practical understanding of how the dietitian functions within the various fields of nutrition, as well as the ability to participate in various appropriate, nutrition-related activities; • reflect critically on the consultation process observed at actual or fictional health facilities; • correctly apply appropriate techniques to assess and interpret the anthropometric status (height, weight, waist circumference, hip circumference and triceps skinfold) of adult patients; • record a diet history of an adult patient and analyse the nutrient content of it by using appropriate intake references; • compile appropriate and relevant nutrition education material and use these to effectively counsel a diverse group of patients in a professional and respectful manner; • demonstrate basic knowledge on what the nutrition research process entails; • act in a respectful and professional manner with patients and staff members of the health professions team at all times. 		
Assessment methods - Formal formative:		
Students must submit assignments, reports, do oral presentations and role play		
Assessment methods – Summative:		
Professional conduct evaluation and practical examination		
Assessment plan:		
Professional conduct (15%) + Formative assessments (65%) + Practical examination (20%)		
Method of delivery: Full-time		

Module code: NUTP371	Semester 2	NQF level: 7, Credits: 16
TITLE: NUTRITION PRACTICE III		
Module outcomes:		
Upon completion of this module the student will demonstrate:		
<ul style="list-style-type: none"> • an integrated, practical knowledge of how the dietitian functions within the various fields of nutrition as well as the ability to participate in appropriate, nutrition-related activities; • the ability to assess a patient/client's or communities' nutritional status as well as conducting a nutrition consultation by applying the ABCD methodology; • the ability to interact in a respectful, responsible and professional manner with patients, clients, colleagues, members of the community, fellow healthcare professionals, classmates etc.; 		

- the ability to present a case study with the nutrition diagnosis, realistic dietary goals and plans of appropriate interventions, in a sensible and professional manner to classmates, lecturers and dietitians.

Assessment criteria:

The student has achieved the outcomes if he/she:

- demonstrates comprehensive and systematic knowledge of how the dietitian functions within the various fields of nutrition as well as the ability to participate in various appropriate, nutrition-related activities;
- correctly apply appropriate techniques to assess the nutritional status of patients/clients and/or members of the community by using the ABCD methodology;
- integrate the patients/clients and/or members of the communities' nutritional status, medical diagnosis and other relevant information to formulate a nutritional diagnosis, set realistic dietary goals and plan appropriate interventions;
- compile appropriate and relevant nutrition education material and use these effectively;
- correctly apply the Food Finder program and Condensed Food Composition Tables of South Africa to analyse diets for research purposes;
- present the case study in an appropriate and professional manner, and answer relevant questions;
- compile a balanced menu for the various therapeutic diets and successfully prepare these diets with the appropriate equipment;
- act in a respectful and professional manner with patients and staff members of the health professions team at all times

Assessment methods – Formal formative:

Students will be expected to submit assignments and do oral presentations and role play

Assessment methods – Summative:

Continuous assessment of assignments

Assessment plan:

Formative assessment (95%) + Attendance (5%)

Method of delivery: Full-time

Module code: NUTR321	Semester 2	NQF level: 7, Credits: 16
TITLE: NUTRITION RESEARCH METHODOLOGY		
Module outcomes:		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> • integrated knowledge and understanding of the research process within the field of nutrition; • ability to identify, analyse, critically reflect on and address complex, nutrition-related matters and apply evidence-informed arguments; • reflection of values, ethical conduct and justifiable decision making, appropriate to the practice of nutrition research. 		
Assessment criteria:		
The student has achieved the outcomes when he/she:		
<ul style="list-style-type: none"> • demonstrates, by means of written as well as oral reporting and IT, sound knowledge and insight in the nutrition research process; • identify, analyse and critically reflect on nutrition-related matters by applying evidence-informed arguments, by means of written report and oral presentations; • identify and address ethical issues in research and act ethically by using evidence-informed nutrition in decision-making. 		
Assessment methods – Formal formative:		

Written class tests, participation in class activities and oral and written assignments

Assessment methods – Summative:

Sit-down written exam

Assessment plan:

Formative assessments 50%: summative assessment 50% (1:1). Exam sub-minimum: 40%

Method of delivery: Full-time

Module code: NUTR471	Semester 1 & 2	NQF level: 8, Credits: 32
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TITLE: NUTRITION RESEARCH

Module outcomes:

After completion of this module, the student will demonstrate:

- the ability to critically investigate multiple sources in order to select, evaluate and then investigate a nutrition research question;
- an ability to apply appropriate scientific methods of enquiry to address and solve a research problem in the field of nutrition;
- effective functioning within a team in a nutrition research environment and demonstrate logical and critical understanding of the roles of all role players and taking responsibility for task outcomes;
- accurate and coherent presentation of research results in an academically sound and professional manner.

Assessment criteria:

The student has achieved the outcomes if he/she can:

- critically reflect on scientific nutrition knowledge by applying evidence-informed arguments, by means of written report and/or oral presentations;
- demonstrate, by means of written protocol as well as oral reporting and IT technology, sound knowledge, skills and insight on how to justify, formulate and address a research question;
- demonstrate sound knowledge, skills and insight in the execution of a nutrition research project in a multi-disciplinary team;
- demonstrate, by means of a written and oral report as well as IT technology, sound knowledge, skills and insight to report, discuss and integrate research findings.

Assessment methods – Formal formative:

Students will write class tests, submit assignments and research protocol as well as an oral presentation and oral test

Assessment methods – Summative:

Mini-dissertation and presentation

Assessment plan:

Formative assessment (50%) + Contact sessions with study leader (5%) + Research project presentation (10%) + Mini-dissertation (35%)

Method of delivery: Full-time

Module code: NUTT312	Semester 1	NQF level: 7, Credits: 16
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TITLE: MEDICAL NUTRITION THERAPY

Module outcomes:

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

- show confidence in the nature, aetiology, symptoms, clinical image, pathology, diagnoses of and medication for diseases with dietary implications;

- evaluate case studies to demonstrate skills theoretically and practically regarding the association between illnesses, medicine, the digestion system and nutrient interaction;
- develop or adjust a diet in order to monitor or manage a relevant illness;
- motivate and evaluate the value of a specially designed diet in the prognosis and management of specific illnesses;
- communicate from an ethical accountable framework on all levels of functioning with sick and healthy patients/clients.

Assessment criteria:

The student achieved the outcomes if he/she:

- demonstrates a thorough and systematic knowledge and understanding of the nature, aetiology, symptoms, clinical appearance, pathophysiology, diagnosis and medication of particular medical conditions with dietary implications;
- theoretically and practically demonstrates the skills to analyse case studies on the relation between medical conditions, medication, the digestive tract and nutrient interaction;
- demonstrate the skills to draw up or adapt a nutritional care plan for the monitoring and/or recovery of the relevant medical conditions;
- demonstrate the skills and ability to motivate and evaluate the value of the specially adapted diet for the prognosis and recover of particular medical conditions;
- communicate with the ill and healthy patient, at all levels of conduct, in an ethically responsible manner.

Assessment methods – Formal formative:

The students must submit assignments, case studies and written class tests

Assessment methods – Summative:

Sit-down written exam

Assessment plan:

Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%

Method of delivery: Full-time

Module code: NUTT323	Semester 2	NQF level: 7, Credits: 16
TITLE: MEDICAL NUTRITION THERAPY		
Module outcomes:		
On completion of this module in therapeutic nutrition, the student ought to:		
<ul style="list-style-type: none"> • have a well-rounded and systematic knowledge base on all aspects regarding specific disease states and their dietary implications; • be able to analyse case studies in order to demonstrate expertise, both in a practical and theoretical manner, with regard to nutritional support, trauma, and the relationship between disease states and nutrient interaction; • compile a nutritional care plan where the ability to analyse, integrate and interpret nutritional assessment data to diagnose and identify nutrition related problems, as well as plan a strategy to address the problems identified is demonstrated; • to communicate and treat patients/clients in an ethical and professional manner. 		
Assessment criteria:		
The student would have attained the outcomes if he/she can demonstrate the following:		
<ul style="list-style-type: none"> • expertise with regard to the dietary implications of diseases; • the ability to analyse case studies with regard to particular diseases or trauma patients and to apply this in practice; • the ability to compile, implement, motivate, evaluate and adjust a nutritional care plan as required; and to adjust the nutritional care plan as needed; 		

- the ability to communicate with and treat patients/clients in an ethical and professionally sound manner.

Assessment methods – Formal formative:

The students must submit assignments, case studies, portfolio and class tests

Assessment methods – Summative:

Sit-down written exam

Assessment plan:

Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%

Method of delivery: Full-time

Module code: NUTT324	Semester 2	NQF level: 7, Credits: 12
TITLE: PAEDIATRIC MEDICAL NUTRITION THERAPY		
Module outcomes:		
After completion of the module in therapeutic nutrition, the student should be able to:		
<ul style="list-style-type: none"> • show a well-rounded, systematic and integrated knowledge and understanding of the nature, aetiology, symptoms, clinical image, pathology, diagnoses of and medication for diseases with dietary implications; • evaluate case studies to demonstrate skills theoretically and practically regarding the association between illnesses, medicine, the digestion system and nutrient interaction; • demonstrate the ability to develop and adjust a therapeutic nutrition care plan for the monitoring and/or healing of relevant diseases; • demonstrate the ability to motivate and evaluate the value of a specially designed diet in the prognosis and management of specific illnesses; • communicate from an ethical, accountable framework on all levels of treating patients/clients. 		
Assessment criteria:		
The student achieved the outcomes if he/she:		
<ul style="list-style-type: none"> • demonstrates a thorough and systematic knowledge and understanding of the nature, aetiology, symptoms, clinical appearance, pathophysiology, diagnosis and medication of particular medical conditions with dietary implications; • theoretically and practically demonstrates the skills to analyse case studies on the relation between medical conditions, medication, the digestive tract and nutrient interaction; • demonstrates the skills to draw up or adapt a nutritional care plan for the monitoring and/or recovery of the relevant medical conditions; • demonstrates the skills and ability to develop, motivate and evaluate the value of the specially adapted diet for the prognosis and recovery of particular medical conditions; • communicates with the ill patient/client, at all levels of conduct, in an ethically responsible manner. 		
Assessment methods – Formal formative:		
Students must submit assignments, case studies and class tests		
Assessment methods – Summative:		
Sit-down written exam		
Assessment plan:		
Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%		
Method of delivery: Full-time		

Module code: NUTT471	Semester 1 & 2	NQF level: 8, Credits: 40
TITLE: APPLIED THERAPEUTIC NUTRITION		
<p>Module outcomes:</p> <p>After completion of the module, the student should be able to:</p> <ul style="list-style-type: none"> • know the nature, aetiology, symptoms, clinical manifestations, pathophysiology, diagnosis and medication of specific diseases with dietary implications • be able to demonstrate the ability to assess nutritional status of patients in the hospital setting • be able to demonstrate the ability to analyse and interpret demographic, socio-economic, anthropometric, biochemical, clinical and dietary data to identify nutrition and health related risks and problems • be able to demonstrate the ability to formulate a nutritional diagnosis based on the appropriate methods of nutrition assessment and an understanding of the relationship between diseases of the different organs, immune system and nutrient interactions • devise or modify and implement a nutritional care plan for the management of relevant diseases or conditions in the hospital setting • be able to demonstrate the ability to monitor the implementation of the nutritional care plan and identify and solve problems with the implementation • demonstrate the ability to communicate effectively with individual patients as well as groups. 		
<p>Assessment criteria: Method of delivery: Full-time See study guide</p>		

Module code: NUTT472	Semester 1 & 2	NQF level: 8, Credits: 32
TITLE: APPLIED THERAPEUTIC NUTRITION		
<p>Module outcomes:</p> <p>On completion of this module in Therapeutic Nutrition the student should:</p> <ul style="list-style-type: none"> • know the nature, aetiology, symptoms, clinical manifestations, pathophysiology, diagnosis and medication of specific diseases with dietary implications; • be able to demonstrate the ability to assess nutritional status of patients in the hospital setting; • be able to demonstrate the ability to analyse and interpret demographic, socio-economic, anthropometric, biochemical, clinical and dietary data to identify nutrition and health-related risks and problems; • be able to demonstrate the ability to formulate a nutritional diagnosis, based on the appropriate methods of nutrition assessment and an understanding of the relationship between diseases of the different organs, immune system and nutrient interactions; • devise or modify and implement a nutritional care plan for the management of relevant diseases or conditions in the hospital setting; • be able to demonstrate the ability to monitor the implementation of the nutritional care plan and identify and solve problems with the implementation; • demonstrate the ability to communicate effectively with individual patients as well as groups. 		
<p>Assessment criteria: The student achieved the outcomes if he/she can:</p>		

- The patient presentations as well as oral and final exam will assess whether the student knows the nature, aetiology, symptoms, clinical manifestations, pathophysiology, diagnosis and medication of specific diseases with dietary implications;
- The patient presentations, as well as the completion of the daily nutritional care documents and out-patient consultations will assess if the student is able to assess the nutritional status of patients in the hospital setting;
- The patient presentations, as well as the completion of the daily nutritional care documents will assess if the student is able to analyse and interpret demographic, socio-economic, anthropometric, biochemical, clinical and dietary data to identify nutrition and health-related risks and problems;
- The patient presentations, as well as the completion of the daily nutritional care documents will assess if the student can formulate a nutritional diagnosis based on the appropriate methods of nutrition assessment and an understanding of the relationship between diseases of the different organs, immune system and nutrient interactions;
- The patient presentations, as well as the completion of the daily nutritional care documents will assess if the student is able to devise or modify and implement a nutritional care plan for the management of relevant diseases or conditions in the hospital setting;
- The completion of the daily nutritional care documents will assess if the student is able to monitor the implementation of the nutritional care plan, and identify and solve problems with the implementation;
- The consultations with out-patients individually or as a group will assess the ability of the student to communicate effectively with individual patients as well as groups.

Assessment methods – Formal formative:

Students will be evaluated on prepared and unprepared patient presentations, assignments, written and oral tests, professional conduct, patient consultations and nutritional documents.

Assessment methods – Summative:

Sit-down written exam

Assessment plan:

Formative assessments 60%: Summative assessment 40% (1:1). Exam sub-minimum: 50%

Method of delivery: Full-time

Module code: PHMM112	Semester 1	NQF level: 5, Credits: 12
TITLE: PHARMACOLOGY		
Module outcomes:		
<ul style="list-style-type: none"> • Demonstrate the knowledge of the development and sources of drugs. • Apply the knowledge of pharmacodynamics, pharmacokinetics and pharmacotherapeutics in prescribing drugs for patients. • Assess patients to identify a potential high risk for adverse side effects 		
Method of delivery: Full-time		

Module code: PNSM311	Semester 1	NQF level: 7, Credits: 18
TITLE: PSYCHIATRIC NURSING SCIENCE I AND PRACTICALS		
Module outcomes:		
<ul style="list-style-type: none"> • Demonstrate the knowledge of the history of psychiatric nursing care. • Apply the ethical, legal and statutory aspects of psychiatric nursing practices. • Demonstrate the ability to assess, diagnose, plan, implement and evaluate nursing care of common psychiatric disorders 		
Method of delivery: Full-time		

Module code: PNSM322	Semester 2	NQF level: 7, Credits: 18
TITLE: PSYCHIATRIC NURSING SCIENCE I AND PRACTICALS		
Module outcomes:		
<ul style="list-style-type: none"> • Demonstrate the ability to create an conducive therapeutic environment in psychiatric nursing care. • Demonstrate competence in intervening during an emotional crisis. • Demonstrate the ability to participate and utilize group therapy in a psychiatric institution 		
Method of delivery: Full-time		

Module code: PNSM411	Semester 1	NQF level: 8, Credits: 18
TITLE: PSYCHIATRIC NURSING SCIENCE II AND PRACTICALS		
Module outcomes:		
<ul style="list-style-type: none"> • Demonstrate competence in assessment, diagnosing, planning, implementing and evaluation of nursing care of the mentally handicapped/retarded individuals 		
Method of delivery: Full-time		

Module code: PNSM422	Semester 2	NQF level: 8, Credits: 18
TITLE: PSYCHIATRIC NURSING SCIENCE II AND PRACTICALS		
Module outcomes:		
<ul style="list-style-type: none"> • Demonstrate competence in forensic psychiatric nursing. • Demonstrate the ability to promote mental health through health education programmes 		
Method of delivery: Full-time		

Module code: PSYC111	Semester 1	NQF level: 5, Credits: 12
TITLE: INTRODUCTION TO PSYCHOLOGY		
Module outcomes:		
<p>Demonstrate:</p> <p>integrated knowledge and understanding of</p> <ul style="list-style-type: none"> • Basic human functioning, including biological aspects, cognitive, emotional and motivational functioning, human and personality development, abnormal behaviour, stress and coping and optimum human functioning. <p>Demonstrate integrated knowledge of</p> <ul style="list-style-type: none"> • the history and evolution of different psychological perspectives and theories on human functioning, as relevant part of psychology as a science and a profession. <p>Integrated knowledge an understanding of</p> <ul style="list-style-type: none"> • Psychology as a science and a profession, including basic steps in psychological research methods according to the American Psychological Association (APA) guidelines and the ethical guidelines of the Professional Board for Psychology • Demonstrate an awareness of and sensitivity for basic human functioning and real life problems in yourself and others in a multicultural context • Demonstrate integrated knowledge of psychology as a science and a profession, according to the standards of the American Psychological Association (APA) for research, as well as the professional and ethical guidelines of the Professional Board for Psychology at the Health Professions Council of SA (HPCSA). <p>Demonstrate integrated knowledge and understanding of</p>		

- Various scenarios within problematic situations according to the different theoretical frameworks and different levels of human functioning
- Integrated knowledge
- Of the evaluation of own performance, as well as the performance of others against specific criteria
- Demonstrate efficient interpersonal and communication skills regarding different levels of human functioning

Assessment criteria:

- Explain, describe and define basic normal and abnormal human functioning and human development, according to relevant concepts and terms used in different psychological theories and perspectives.
- Describe and compare the scientific development and history of different psychological perspectives on human functioning and how these different perspectives apply to real-life problems and situations.
- Explain and describe basic steps in psychological research.
- Describe and apply ethical guidelines in a case study.
- Analyse, conceptualize and discuss a case study on human functioning within multi-cultural context according to one or more of the theoretical frameworks
- Describe the basic steps of psychological research.
- Describe the ethical guidelines when applying psychological principles to people and psychological problems, as provided by the Professional Board for Psychology
- Analyse, conceptualise and discuss a real-life situation and/or problem, referring to different psychological text books and publications, according to APA standards of referencing.
- Discuss and apply principles as described in different theoretical frameworks, relevant to the levels of human functioning and adequate to specific scenarios
- Critically discuss and mark case studies in small groups
- Submit group assignments

Assessment methods – Formal formative:

Assignments; Class activities and tests

Assessment methods – Summative:

Formal examination

Assessment plan:

50% Formative assessment and 50% Summative assessment (1:1)

Method of delivery: Full-time

Module code: PSYC121	Semester 2	NQF level: 5, Credits: 12
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TITLE: SOCIAL AND COMMUNITY PSYCHOLOGY

Module outcomes:

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

- demonstrate integrated knowledge of the principles and theories on which the social and community psychology is based, including an understanding of the concepts, facts and terminologies in order for you to apply them to well-defined problems or case studies within a multicultural context;
- demonstrate an ability to gather information from a range of sources, including oral, written or symbolic texts, to select information appropriate to the task, and to apply basic processes of analysis, synthesis and evaluation on that information within the context of the social and community psychology
- be able to analyse and evaluate case studies, examples or problem situations

- demonstrate an established attitude and ethical system towards people in all forms of communication and interaction.
- demonstrate information gathering and processing skills for the writing of assignments within the context of the social and community psychology in individual or group context
- demonstrate the ability to take part in class discussions and complete assignments by analysing the available sources of information
- demonstrate the ability to see aspects of the social world within different contexts and cultural settings
- demonstrate the ability to work and study independently and responsibly

Assessment criteria:

- To evaluate and assess the information in the writing of assignments and class discussions
- Apply the knowledge gained to assignments, class activities and tests
- To relay this knowledge verbally or in writing, in the format of a report or assignment
- In all assignments and in class discussions sensitivity towards ethical behaviour should be proved
- Making use of technology to gather information in a responsible way
- Giving good feedback in class discussions and writing good reports
- To be sensitive to different contexts in writing assignments and taking part in class discussions
- To prove the ability to work and study independently and responsibly

Assessment methods – Formal formative:

Written assignments, class activities and tests, group- and individual work

Assessment methods – Summative:

Formal examination

Assessment plan:

50% Formative assessment and 50% Summative assessment (1:1)

Method of delivery: Full-time

Module code: PSYC122	Semester 2	NQF level: 5, Credits: 12
TITLE: INTRODUCTION TO RESEARCH IN PSYCHOLOGY		
Module outcomes:		
After the successful completion of this module, the student must be able to demonstrate:		
<ul style="list-style-type: none"> • basic knowledge and informed understanding of research, the research process and basic research concepts in psychology, • an ability to access and process information from different sources with a view to distinguish scientific information in psychology, • identify acceptable, ethical behaviour within the academic environment, inclusive of adherence to rules on plagiarism and copyright principles, • identify acceptable ethical and professional behaviour as required from a researcher in the field of psychology, • the ability to use scientific writing and apply the most recent edition of APA style. 		
Method of delivery: Full-time		

Module code: PSYC211	Semester 1	NQF level: 6, Credits: 16
TITLE: DEVELOPMENT PSYCHOLOGY		
Module outcomes:		
<ul style="list-style-type: none"> • The student should acquire a sound knowledge base of the physical, cognitive and psychosocial development of human beings in every stage of the life cycle • demonstrate a thorough understanding of concepts, theories and key terminologies used in Developmental Psychology in order to communicate information reliably, coherently and ethically correct • demonstrate the ability to critically evaluate, analyse and integrate information on human development in order to solve simulated problems and case studies • can show that he/she can relate to people in all their developmental phases in an ethically correct way within the context of the developmental psychology • can demonstrate that he/she can evaluate different information sources, can select relevant information and can apply well-developed processes of analysis, synthesis and evaluation to apply that information. • can explain, discuss and describe factors which represent enabling contexts for the nurturing and promotion of growth and development in human beings • explain, discuss and describe the impacts of detrimental contexts such as poverty, malnutrition, over-population and inadequate social and physical stimulation on human development • give informed feedback concerning the lecturing-learning process as well as the suitability of study materials used 		
Assessment criteria:		
<ul style="list-style-type: none"> • In class tests and class assignment the student should prove this knowledge base • The student should prove the knowledge of theories and key concepts in tests and assignments • The student should be able to solve simulated problems and case studies • In all assignments the student have to show that he/she is aware of ethical behaviour towards people • Student can show in assignments that they consulted different sources of information and could integrate the knowledge • Students can prove in their assignments that they can describe the contexts in which human development take place • Students can show the impact of detrimental contexts on human beings in assignments • Students should be able to indicate their acquired knowledge in assignments, class discussions, tests and examinations 		
Assessment methods – Formal formative:		
Written assignments, class activities and tests, group- and individual work		
Assessment methods – Summative:		
Formal examination		
Assessment plan:		
50% Formative assessment and 50% Summative assessment (1:1)		
Method of delivery: Full-time		

Module code: PSYC212	Semester 1	NQF level: 6, Credits: 16
TITLE: PERSONALITY PSYCHOLOGY		
Module outcomes:		
<ul style="list-style-type: none"> • Knowledge of the main meta-theoretical world and life views relevant to human functioning and schools of thought on personality. • Knowledge of the content and application possibilities of personality theories and personality psychology. • Knowledge of the different meta-theoretical world and life views relevant to human functioning and schools of thought on personality. • Analytical skills by evaluating case studies. • Problem solving skills by analysing well-defined and emerging true life problems, situations and case studies and by using the most applicable procedures and techniques used in personality psychology to explain behaviour by using personality theories, to compare and to reason possible solutions and to communicate this in a coherent, logical and reliable report. • communicate ethical and professional knowledge by means of verbal or written communication and through integration of the basis of scientific methods and ethical principles; • Accessing processing and managing information by using the most applicable procedures and techniques used in personality psychology to select information, analyse and report it. • Analytical skills by evaluating case studies in different contexts. • to evaluate performance against given criteria, and accurately identify and address own task-specific learning needs in a given context, and to support the learning needs of others. • demonstrate efficient interpersonal and communication skills with regards to personality psychology 		
Assessment criteria:		
<ul style="list-style-type: none"> • Explain and compare the historical, social and philosophical contexts as well as the fundamental assumptions, ideas and terminologies relevant to selected personality theories. • Explain and compare the structure, dynamics and development of personality using different theoretical frameworks. • Use different theoretical frameworks of personality theories to explain and compare optimal development and psychopathology, as well as using the acquired knowledge to analyse their own personality development to indicate how they can optimize their own being. • Answer questions about the above mentioned in written tests and examination papers. • Explain and compare the historical, social and philosophical contexts as well as the fundamental assumptions, ideas and terminologies relevant to selected personality theories. • Compose and/or evaluate a case study comprising of true life problems from a personal ethical perspective to explain knowledge and insight into the philosophy and principles underlying different personality theories in tests or assignments. • Analyse a case study with true life problems, in tests or assignments. • Demonstrate ethically correct value systems relating to personality psychology in the answering of relevant questions during exam. • Critically engage related literature and correctly use the American Psychological Association (APA) referencing style and techniques, where applicable, in written presentations or assignments. 		

- Analyse a case studies in different contexts in tests or assignments
- Mark their own tests and valueate their own performance.
- demonstrate efficient interpersonal and communication skills with regards to personality psychology as assessed during group assignments

Assessment methods – Formal formative:

Written assignments, class activities and tests, group- and individual work

Assessment methods – Summative:

Formal examination

Assessment plan:

50% Formative assessment and 50% Summative assessment (1:1)

Method of delivery: Full-time

Module code: PSYC221	Semester 2	NQF level: 6, Credits: 16
TITLE: POSITIVE PSYCHOLOGY		
<p>Module outcomes: Demonstrate a solid knowledge base of: a)the hedonic and eudaimonic perspective on individual well-being, and b)a sound understanding of the important concepts, rules, principles and theories related to psychological health in order to apply it to the identification and facilitation of personal and others' functioning within a multicultural context</p> <p>To demonstrate the ability to:</p> <ul style="list-style-type: none"> • apply the principles of positive psychology in the form of written assignments • to solve well-defined but unfamiliar problems related to psychological and psycho-social health, using appropriate procedures and sound evidence drawn from a critical analysis of different theories within Positive Psychology/Psychofortology • Apply knowledge and insight in Positive Psychology/Psychofortology in a moral-ethical and culture sensitive way on both individual and social levels with sensitivity to inter alia collectivist and individualist value systems • obtain more information on the field of positive psychology with the purpose of writing assignments • write well-integrated written assignments • demonstrate in class discussions the ability to understand the way in which the positive psychology can impact on culture and systems in the world • to study responsibly and independently 		
<p>Assessment criteria:</p> <ul style="list-style-type: none"> • To communicate the obtained knowledge in class discussions and written assignments • To hand in well-written assignments • To communicate the information reliably and coherently, both orally and in writing, giving proof of effective and critical reasoning • To prove ethical awareness and sensitivity in class discussions and written assignments • To use technology to obtain new information • To hand in a good assignment • Show in written assignments the understanding of the impact of positive psychology on culture and systems • Prove obtained knowledge in assignments\, tests and examinations <p>Assessment methods – Formal formative: Written assignments, class activities and tests, group- and individual work</p> <p>Assessment methods – Summative: Formal examination</p>		

Assessment plan: 50% Formative assessment and 50% Summative assessment (1:1)
Method of delivery: Full-time

Module code: PSYC223	Semester 2	NQF level: 6, Credits: 12
TITLE: INTRODUCTION TO NEUROPSYCHOLOGY		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate:		
<ul style="list-style-type: none"> • insight into the origin and development of behavioural neuroscience, • ability to differentiate and identify the different behavioural neuroscience research methods, • detailed knowledge and clear understanding of the basics of functional neuroanatomy, nervous system, and psychopharmacology, • ability to differentiate and identify the different behavioural neuroscience research methods, • detailed knowledge and clear understanding of perceptual and motor development, motivation, sleep and waking, • detailed knowledge and clear understanding of learning and memory, language, and emotion. • ability to describe the difference between neurocognitive disorders and psychopathological disorders 		
Method of delivery: Full-time		

Module code: PSYC311	Semester 1	NQF level: 7, Credits: 16
TITLE: PSYCHOPATHOLOGY		
Module outcomes:		
<ul style="list-style-type: none"> • demonstrate knowledge of the basic concepts terminologies, theories, processes and techniques of psychopathology and how to apply it within professional practice and problem solving contexts • demonstrate and apply knowledge of abnormal behaviour within individuals and the community • demonstrate knowledge of abnormal behaviour according to the psychoanalytic-, behavioural-, and humanistic perspectives • demonstrate the knowledge and skills to professionally manage biological, psychosocial, and multidimensional risk factors in abnormal behaviour • know and identify psychological disorders • demonstrate efficient interpersonal and communication skills with regards to psychopathology • act ethically correct within an established value system in dealing with psychopathological issues. • Be able to learn independently and evaluate own ability to acquire knowledge • To take responsibility for own work and knowledge acquirement 		
Assessment criteria:		
<ul style="list-style-type: none"> • Apply the appropriate terminologies, theories, processes and techniques to case studies that are based on professional practice situations. • Describe how abnormal behaviour presents within individuals and the community. 		

- Explain how abnormal behaviour is viewed from a psychoanalytic, behavioural and humanistic perspective.
- Describe how biological, psycho-social, and multidimensional risk factors can be managed based on case studies.
- Identify and describe psychological disorders from case studies.
- demonstrate efficient interpersonal and communication skills with regards to psychopathology as assessed during class interactions.
- Demonstrate ethically correct value systems relating to psychopathology in the answering of relevant questions during exam.
- demonstrate acquired knowledge in assignments, tests and examination papers

Assessment methods – Formal formative:

Written assignments, class activities and tests, group- and individual work

Assessment methods – Summative:

Formal examination

Assessment plan:

50% Formative assessment and 50% Summative assessment (1:1)

Method of delivery: Full-time

Module code: PSYC312	Semester 1	NQF level: 7, Credits: 16
TITLE: RESEARCH AND PSYCHOMETRY		
Module outcomes:		
<ul style="list-style-type: none"> • Explain integrated knowledge of the nature and process of psychological evaluation and have an understanding of key terms, facts, principles and theories regarding psychological evaluation. • Have an understanding of the basic characteristics of a psychological test and are able to communicate these characteristics in a well-formed manner. • Demonstrate detailed knowledge of the development of test norms in psychological assessment. • Demonstrate an understanding of knowledge regarding the control of assessment measures. • Demonstrate an understanding of a range of research methods, which will include, quantitative and qualitative research. • Have the ability to identify, analyse, and critically reflect on the qualitative and quantitative research process and are able to apply these methods to resolve problems in practice. • Present skills to act professionally and adhere to ethical values when applying research methods • Demonstrate the ability to develop an appropriate process of information gathering from both virtual and other credible sources independently. • Demonstrate the ability to facilitate a collaborative process when gathering information and are able to critically reflect on own process. • Demonstrate the ability to critically identify and evaluate research related problems and have the ability to formulate an appropriate solution and theory driven arguments. • Demonstrate an ability to critically analyses and evaluate research studies supported by the ethics and professional ethical behaviour of a researcher. • Able to develop and communicate ideas and opinions in well-formed arguments using appropriate research theories and examples. • Are able to independently formulate informed opinions of research methods and communicate ideas underpinned by well-formed arguments. 		

- Demonstration of ability to identify, understand and apply APA conventions in a self-directed manner.

Assessment criteria:

- Explain and compare the different types of psychological evaluation and are able to articulate and apply the different terms, facts, principles and theories of psychological evaluation in a test.
- Communicate the basic characteristics of a psychological test in a well-formed manner during an oral presentation or written test.
- Compose and analyse the different type's norms in psychological assessment in a table format.
- To demonstrate knowledge regarding assessment control in written test and examination.
- Are able to compose and produce written work on quantitative and qualitative research. And are able to distinguish between these methods when used in case studies.
- Demonstrate critical knowledge of quantitative and qualitative knowledge in written test. And are able to apply these methods to case studies and solve problems provided in scenarios.
- Demonstrate knowledge of ethics and professional behaviour in a research context in written test or examination.
- Demonstrate the ability to develop an appropriate process to gather information to compile and submit a written assignment.
- Demonstrate the ability compose and deliver an evaluative portfolio of a collaborative process done independently.
- Critically analyses and evaluate case studies by means of application of ethics in research in written test.
- Critically analyses and evaluate case studies by means of application of ethics in research in written test.
- Are able to communicate well-informed ideas and opinions during oral presentations
- Ability to formulate ideas and draw opinions from provided cases studies during test and assignments
- Ability to apply APA conventions in an assignment / report

Assessment methods – Formal formative:

Written assignments, class activities and tests, group- and individual work

Assessment methods – Summative:

Formal examination

Assessment plan:

50% Formative assessment and 50% Summative assessment (1:1)

Method of delivery: Full-time

Module code: PSYC313

Semester 1

NQF level: 7, **Credits:** 16

TITLE: INTRODUCTION TO PSYCHOLOGICAL ASSESSMENT

Module outcomes:

After the successful completion of this module, the student must be able to demonstrate:

- integrated knowledge and clear understanding of the historical background and the modern trends of psychological assessment in multicultural South Africa,
- coherent understanding of the different ways of interpreting knowledge, including indigenous knowledge, in psychological assessment in the multicultural South African context,

- an awareness, appreciation and understanding of moral, ethical, social, linguistic, religious and cultural diversity in using psychological assessment in South Africa with a focus on continuous personal and professional development,
- knowledge and understanding of psychometric properties in the process of developing and evaluating a psychological test as well as an understanding of the key terms, concepts and principles regarding psychological assessment,
- critical analysis of alternative and innovative approaches in psychological assessment, taking into consideration language, age, gender, cultural and educational background,
- the ability to reflect on the values and ethical conduct appropriate to the practice of psychological assessment, including ethical dilemmas in a digital world.

Method of delivery: Full-time

Module code: PSYC321	Semester 2	NQF level: 7, Credits: 16
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TITLE: BASIC COUNSELLING AND ETHICAL CONDUCT

Module outcomes:

- demonstrate a grounded knowledge of a general model, the therapeutic process, typical counselling techniques, a few selected application fields (e.g. crisis intervention and post-traumatic counselling) and the ethical code of counselling and a coherent and critical understanding of the relevant concepts, principles and theories of the field so that you can apply this in undefined, complex problem situations and ethical dilemmas in case studies;
- To evaluate simulated case studies in a sensible way and to apply the relevant theory
- analyse case studies or examples (individually or in groups) and form an own opinion based on theoretical grounds and to communicate this in a report according to prescribed conventions of the discipline;
- demonstrate a clear value and ethical system in all forms of communication and interaction with an awareness of human rights issues.
- Be able to gather more information regarding certain practical problem situations
- To be able to take part in class discussions in a meaningful and responsible way regarding case studies
- Be able to analyse and evaluate different case studies in different contexts
- Be able to study independently and have the ability to acquire knowledge and evaluate it
- To take responsibility for your own work and knowledge acquirement

Assessment criteria:

- describe, discuss and apply a model, the therapeutic process, typical counselling skills, selected application fields (for example crisis intervention and post-traumatic counselling) and the ethical code, and apply the relevant concepts, principles and theories in an unknown case study and in the case of ethical dilemmas;
- Be able to analyse and solve case studies in a practical class situation
- analyse case studies or examples critically and can form an own opinion based on theoretical grounds and can communicate this in the form of a report according to prescribed conventions of the discipline;
- demonstrate a clear value system and code of ethical conduct in all forms of communication and interaction and with a sensitivity to human rights issues.
- To use information technology to get more information
- Taking part in class discussions and writing assignments
- Be able to analyse and evaluate case studies

- Must be able to show knowledge in assignments, tests and examinations

Assessment methods – Formal formative:

Written assignments, class activities and tests, group- and individual work

Assessment methods – Summative:

Formal examination

Assessment plan:

50% Formative assessment and 50% Summative assessment (1:1)

Method of delivery: Full-time

Module code: PSYC322	Semester 2	NQF level: 7, Credits: 16
TITLE: APPLIED PSYCHOLOGY		
Module outcomes:		
<ul style="list-style-type: none"> • a well-rounded and systematic knowledge base of human psychological functioning on all levels of development in a multi-cultural context and facilitate it on an integrated level in practice or simulated situations; • the ability to apply aspects of human diversity and cultural sensitivity in analysing and evaluating different case studies • the ability to analyse and evaluate information critically, in order to integrate it as an individual and in a pair context to solve simulated problems of the case study. • a well-established value system and ethical conduct in all communication and interaction; • the ability to access information on different aspects of the field of psychology as it was done over previous years of study • the ability to write an integrated and skilled report on a given case study • a critical understanding of perspectives on human functioning from a coherent view; • be able to study independently and have the ability to acquire knowledge and evaluate it to take responsibility for your own work and knowledge acquirement 		
Assessment criteria:		
<ul style="list-style-type: none"> • in the written examination and tests, present proof of the ability to analyse, use, apply and successfully integrate appropriate perspectives and concepts related to the different theoretical and practical subject content: social psychology, basic biological and physiological human functioning, developmental psychology, personality theories, positive psychology and psychopathology; • demonstrate a sensitivity for and an ability to consider and appropriately apply aspects of human diversity and multi-cultural aspects in Psychology • in the smaller written assignment, tests and examination demonstrate critical analysis of various theoretical perspectives and their implications for theory and practice; • in all the assessments, demonstrate a grounded knowledge and application of ethical principles; • being able to use technology to gather information • writing a good report • illustrate in all the assessments the appropriate integration of knowledge from the different sub-disciplines in psychology; • must be able to show knowledge in assignments, reports, tests and examinations 		
Assessment methods – Formal formative:		
Written assignments, class activities and tests, group- and individual work		
Assessment methods – Summative:		
Formal examination		

Assessment plan: 50% Formative assessment and 50% Summative assessment (1:1)		
Method of delivery: Full-time		
Module code: PSYC371	Semester 1 & 2	NQF level: 7, Credits: 16
TITLE: RESEARCH IN PSYCHOLOGY		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate:		
<ul style="list-style-type: none"> • integrated knowledge and clear understanding of, as well as an ability to correctly identify, evaluate and apply, the steps in the process of scientific research in psychology, • the ability to analyse and evaluate academic literature to demarcate a researchable problem within the field of psychology and specify an appropriate scientific methodology that can be used to address the identified problem, • awareness of the limitations of own knowledge and an appreciation of intellectual curiosity to explore new ideas and approaches that question established ways of understanding research in psychology, • the ability to reflect on the values, ethical conduct and justifiability of decisions appropriate to the practice of research in psychology, • the ability to operate as part of a group in diverse social, cultural and linguistic contexts and make appropriate contributions to successfully complete a research proposal in psychology, taking co-responsibility for learning progress and outcome realization of the group, • advanced ability to effectively apply scientific writing, the most recent edition of APA style and research knowledge with a view to compose a research proposal in psychology, • the ability to communicate research knowledge verbally or in writing or via appropriate technologies and media, in an accurate and coherent manner, with understanding of copyright principles and adherence to the rules on plagiarism, • the capacity to discover knowledge, formulate informed opinions and create coherent understanding through the retrieval, analysis, evaluation, organisation, synthesis and dissemination of information. 		
Method of delivery: Full-time		

Module code: RKKX114	Semester 1	NQF level: 5, Credits: 12
TITLE: INTRODUCTION TO RECREATION AS A PROFESSION		
Module outcomes: After successful completion of this module, the student should demonstrate the following:		
<ul style="list-style-type: none"> • knowledge and understanding of recreation in society, recreation as a multidimensional service-delivery system in a South African context and recreation as a possible career path; • an ability to identify, discuss, evaluate and solve problems arising within the multidimensional delivery systems of recreation and apply theoretical knowledge to contribute to problem solving; • an ability to clearly communicate key concepts in recreation and possible career paths to an academic audience (verbally and in writing), bearing in mind rules pertaining to academic work (plagiarism); • an ability to manage and work within a team to successfully complete tasks; • an ability to act in accordance with the ethical conduct required as a recreation professional and within the academic environment; 		

- taking responsibility for own learning needs, monitoring own learning progress and applying relevant learning strategies and management of all resources to successfully realize all outcomes of the module.

Assessment criteria:

The module outcomes have been mastered when the student can:

- demonstrate comprehension regarding recreation in society, its formats, career opportunities and how recreation service delivery systems function in South Africa;
- identify issues in recreation services delivery and make recommendations to contribute to problem solving;
- write a report on the various key concepts in the field of recreation and present it to an audience;
- work in, and contribute towards a team to complete tasks, contribute towards own learning to ensure the modules outcomes are achieved.
- act in accordance with the ethical conduct required as a recreation professional and within the academic environment;
- take responsibility for their own learning needs, monitoring own learning progress and applying relevant learning strategies and management of all resources to successfully realize all outcomes of the module.

Assessment methods – Formal formative:

Assignments; Class tests; Semester test; Class presentations

Assessment methods – Summative:

Written examination

Assessment plan:

PARTICIPATION MARK:

Assignments 30%, Class tests 20%, Semester test 20%, Class work 30%. TOTAL 100%

FINAL MARK:

Participation mark* 50% of final mark. Examination mark** 50% of final mark

Total 100% (at least 50% to past the module)

* Minimum of 35% participation mark to obtain admission to examination

** Examination sub minimum is 40%

Method of delivery: Full-time

Module code: RKKX115

Semester 1

NQF level: 5, **Credits:** 12

TITLE: INTRODUCTION TO LEISURE BEHAVIOUR

Module outcomes:

After successful completion of this module, the student should demonstrate the following:

- knowledge and an informed understanding of key terms and concepts that relate to and influence the leisure behaviour of individuals and societies;
- an ability to distinguish, evaluate and solve routine or new leisure- and recreation-related problems in a familiar context and to apply the solutions to support progress in the field of leisure and recreation;
- the ability to communicate understanding of the role of leisure in individuals' lives and the factors that influence leisure behaviour, verbally or in writing, via different technologies and media in an accurate and coherent manner, with understanding of copyright and rules on plagiarism;
- the ability to operate as part of a team and to make appropriate contributions to successfully complete an assignment related to leisure behaviour, taking responsibility for learning progress and outcome realization of the team.

Assessment criteria:

The module outcomes have been mastered when the student can:

- successfully explain key terms and concepts related to leisure behaviour;
- distinguish, evaluate and solve routine or new leisure- and recreation-related problems in a familiar context and to apply the solutions to support progress in the field of leisure and recreation;
- compile an accurate and coherent report related to the role of leisure in individuals' lives, and the factors that influence leisure behaviour, and verbally present the report to an audience;
- operate as part of a team in the completion of assignments related to leisure behaviour, ensuring that learning progress and outcome realization of the team occurred.

Assessment methods – Formal formative:

Continuous formative assessment will take place by means of preparation tests on eFundi, as well as group work during contact sessions, class test, a semester test, and a group assignment.

Assessment methods – Summative:

Summative assessment will take place by means of a formal exam.

Assessment plan:

A) Participation mark:

3 x Class tests 30%, 1 x Semester test 20%, 1 x Group assignment 30%, Class work and preparation 20%. Total 100%

B) Examination mark:

The examination mark consists of the mark (out of 100) that you have achieved for the exam paper.

Method of delivery: Full-time

Module code: RKKX124	Semester 2	NQF level: 5, Credits: 12
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TITLE: GROUP DYNAMICS IN RECREATION

Module outcomes:

After successful completion of this module, the student should demonstrate the following:

- knowledge and informed understanding of group dynamics within the field of recreation, with special reference to terminology, formation, development, goal-setting, moral issues, and leadership;
- an ability to distinguish, evaluate and solve routine or new problems with regard to group dynamics within the field of recreation;
- an ability to act in accordance with acceptable ethical and professional behaviour such as required in the code of conduct of a recreation professional or the academic environment;
- the ability to communicate understanding of key group dynamic concepts verbally or in writing via discussions, presentations and assignments in an accurate and coherent manner, with understanding of copyright and plagiarism;
- the ability to operate as part of a team and make appropriate contributions to successfully complete an assignment related to group dynamics in recreation, taking responsibility for learning progress and outcome realization of the team.

Assessment criteria:

The module outcomes have been mastered when the student can:

- successfully explain key terms and concepts related to group dynamics;
- write an accurate and coherent report related to group dynamics within recreation and verbally present the report to an audience;

- operate as part of a team in the completion of assignments related to group dynamics, ensuring that learning progress and outcome realization of the team occurred.

Assessment methods – Formal formative:

Assignments; Class tests; Semester test; Class presentations

Assessment methods – Summative:

Written examination

Assessment plan:

PARTICIPATION MARK:

Assignments 30%, Class tests 20%, Semester test 20%, Class work 30%. TOTAL 100%

FINAL MARK:

Participation mark* 50% of final mark. Examination mark** 50% of final mark

Total 100% (at least 50% to pass the module)

* Minimum of 35% participation mark to obtain admission to examination

** Examination sub minimum is 40%

Method of delivery: Full-time

Module code: RKKX126	Semester 2	NQF level: 5, Credits: 12
TITLE: RECREATION ACTIVITY LEADERSHIP		
<p>Module outcomes:</p> <p>After successful completion of this module, the student should demonstrate the following:</p> <ul style="list-style-type: none"> • Knowledge and an informed understanding of leadership and safety within all recreation programme formats; • An ability to select, plan and implement skills needed to act as a professional leader within the field of recreation in order to present successful recreation programmes; • An ability to act in accordance with acceptable ethical and professional behaviour such as required in the code of conduct of a recreation professional and the academic environment; • The ability to communicate understanding of key activity leadership concepts either verbally, practically or in writing, via discussions, presentations and assignments in an accurate and coherent manner, with understanding of copyright and plagiarism; • The ability to operate as part of a team and make appropriate contributions to successfully complete an assignment related to activity leadership, taking responsibility for learning progress and outcome realization of the team. 		
<p>Assessment criteria:</p> <p>The module outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> • Explain and describe the basic concepts regarding leadership and safety within recreation programme formats; • Demonstrate the ability to instruct and lead a group when presenting a number of different recreational activities; • Perform in an ethical and professional manner as expected from a recreation professional and a person within an academic environment; • Prepare or compile key activity leadership concepts either verbally, practically or in writing, via discussions, presentations and assignments in an accurate and coherent manner, with understanding of copyright and plagiarism; and • Exhibit the ability to operate in a team and make appropriate contributions to successfully complete an assignment related to activity leadership, taking responsibility for learning progress and outcome realization of the team. 		

Assessment methods – Formal formative:

Continuous formative assessment will take place by means of preparation tests on eFundi, as well as group work during contact sessions, class test, a semester test, and a group assignment

Assessment methods – Summative:

Summative assessment will take place by means of a formal exam.

Assessment plan:

A) Participation mark:

2 x Class tests 20%, 1 x Semester Test 20%, 1 x Group Assignment 30%, Class work and preparation 20%, Practical assessment 10%. Total 100%

B) Examination mark:

The examination mark consists of the mark (out of 100) that you have achieved for the exam paper.

Method of delivery: Full-time

Module code: RKKX215	Semester 1	NQF level: 6, Credits: 16
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TITLE: LEISURE BEHAVIOUR

Module outcomes:

After successful completion of this module, the student should demonstrate the following:

- Detailed knowledge and understanding of key terms, concepts and theories related to psycho-social aspects of leisure;
- The ability to use discipline-specific methods and techniques of scientific enquiry and information gathering on leisure behaviour from individuals from various demographic backgrounds, to analyse, evaluate and synthesise the information and apply their conclusion to a given context in the field of leisure studies;
- Accurate and coherent written and verbal communication related to various psycho-social aspects of leisure with an understanding and respect for intellectual property conventions, copyright and rules on plagiarism;
- The ability to act as a group member and group leader and contribute appropriate skills to successfully complete an assignment, measuring the success of the task completion against criteria, taking co-responsibility for learning progress and outcome realization of the group.

Assessment criteria:

The module outcomes have been mastered when the student can:

- Successfully demonstrate detailed knowledge and understanding regarding psycho-social aspects related to leisure behaviour and of how this knowledge is applicable to other fields of leisure studies;
- Gather information and data regarding leisure behaviour from various demographic groups and analyse, evaluate and synthesize the information in order to apply a conclusion to a given context within the field of leisure studies;
- Write an accurate and coherent report related to various psycho-social aspects of leisure and verbally present the report to an audience;
- Operate as part of a group in the completion of assignments related to leisure behaviour, ensuring that learning progress and outcome realization of the team occurred.

Assessment methods – Formal formative:

Continuous formative assessment will take place by means of preparation tests on eFundi, as well as group work during contact sessions, class test, a semester test, and a group assignment

Assessment methods – Summative:

Summative assessment will take place by means of a formal exam.

Assessment plan:

A) Participation mark:

2 x Class tests 30%, 1 x Semester test 20%, 2 x Group assignments 30%, Class work and preparation 20%. Total 100%

B) Examination mark:

The examination mark consists of the mark (out of 100) that you have achieved for the exam paper.

Method of delivery: Full-time

Module code: RKKX216	Semester 1	NQF level: 6, Credits: 16
TITLE: INCLUSIVE RECREATION		
Module outcomes: After successful completion of this module, the student should demonstrate the following: <ul style="list-style-type: none">• Knowledge and informed understanding regarding the foundations of inclusive recreation, including the related concepts, processes and models;• The ability to understand and communicate the provision of leisure services for diverse populations and staff training;• Knowledge of the applications of inclusive practices in recreation and leisure;• The ability to analyse and apply the various areas of inclusion to leisure and recreation services.		
Assessment criteria: The module outcomes have been mastered when the student can: <ul style="list-style-type: none">• Successfully demonstrate detailed knowledge regarding the foundations of inclusive recreation, the related concepts, processes and models;• Demonstrate the ability to apply the processes and models of inclusive recreation within a variety of situation;• Analyse and apply various areas of inclusive recreation services;• Demonstrate the ability to identify and apply/evaluate the fundamental aspects of the different areas of practice in recreation and leisure;• Operate as part of a group in the completion of assignments related to inclusive recreation.		
Assessment methods – Formal formative: Assignments, Class tests, Semester test, Class work		
Assessment methods – Summative: Formal theoretical examination		
Assessment plan: Assignments 15, Class tests 30, Semester test 25, Class work 30. Total: 100 Participation 50% and Examination 50%		
Method of delivery: Full-time		

Module code: RKKX225	Semester 2	NQF level: 6, Credits: 16
TITLE: RECREATION PROGRAMMING		
Module outcomes: After successful completion of this module, the student should demonstrate the following: <ul style="list-style-type: none">• Detailed knowledge of key concepts in the field of recreation and how these can be applied in the programming of recreation services, with reference to passive and		

proactive approaches to programming, leisure conduct and behaviour, social trends, future strategies and guidelines on the provision of recreation services;

- an ability to describe the process of planning recreation services and to analyse its components and apply the steps involved in the planning of recreation services;
- an ability to formulate, evaluate and discuss aspects around programme goals and objectives;
- an ability to select methods of identifying and assessing leisure needs and a comprehension of the various challenges accompanying the various methods of identifying needs and using the results of a needs assessment to develop a marketing plan to meet participants' leisure needs;
- an ability to use the results of a needs assessment to develop benefits-based recreation programmes;
- an ability to implement a recreation programme, paying attention to format, role, activities and staffing;
- an ability to manage and work with a team to successfully complete tasks;
- an ability to clearly communicate (verbally and in writing) ideas pertaining to the provision of recreation services;
- an ability to reflect on ethical conduct and reasonable decision making for practice as a leisure services professional;
- take responsibility for own learning needs, monitoring own learning progress and applying relevant learning strategies and management of all resources to successfully realize all outcomes of the module.

Assessment criteria:

The module outcomes have been mastered when the student can:

- Distinguish between the concepts and apply them within the field of recreation programming;
- plan a programme for a practical setting based on the three programme planning steps;
- confidently select methods for identifying leisure needs and justify his/her choice;
- develop programme goals and objectives specifically suitable for diverse programmes
- deliver a recreation programme for a simulated setting;
- develop a successful benefits-based recreation programme within a team;
- display ethically sound behaviour and reasonable decision-making in the development of a benefits-based programme;
- actively participate during class time and completes tasks;
- successfully and effectively complete tasks within a group-setting and
- successfully completing expected tasks timeously and takes initiative to facilitate own learning process.

Assessment methods – Formal formative:

Written class tests on specific study units; Class discussions (individual and group);

Semester test

Assignments

Assessment methods – Summative:

Formal theoretical examination

Assessment plan:

Assignments: 20%, Teaching tests x 2: 30%, Semester test x 1: 20%,

Class discussion: 30%

Participation 50% and Examination 50%

Method of delivery: Full-time

Module code: RKKX226	Semester 2	NQF level: 6, Credits: 16
TITLE: FACILITIES MANAGEMENT		
Module outcomes:		
<p>After successful completion of this module, the student should demonstrate the following:</p> <ul style="list-style-type: none"> • An ability to demonstrate integrated knowledge and an understanding of the fundamentals of recreation facilities and how that knowledge relates to the South African recreation and leisure industry; • an ability to identify changes and factors influencing the responsibility of managing facilities in the recreation and leisure industry; • an ability to select, evaluate and apply a range of different but appropriate designs and techniques to develop recreation facilities in the recreation and leisure industry; • an ability to identify and address facility-related problems in a recreation and leisure industry settings and to apply correct methods to manage and solve the identified problems in a theoretical setting; • the responsibility to gather and select appropriate procedures and research methods to do focused research on specific facility problems that will ultimately effect change within practice; • an ability to show professional and ethical behaviour in problem solving, decision making and choices to ensure people's safety at different types of recreation facilities in the recreation and leisure industry; • an ability to provide truthful and correct written and verbal communication of different kinds of information relevant to the field of recreation facility management, while showing an understanding copyright and rules on plagiarism; • the skills needed to function in a group setting in order to solve different facility-related problems and to take, as a group member, the responsibility for specific sections of work or tasks; • the ability to take it upon him-/herself to develop relevant learning strategies and to show accountability for own learning progress and assessment results to successfully comprehend the outcomes of the recreation facility management module. 		
Assessment criteria:		
<p>The module outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> • Use the knowledge and understanding attained regarding the fundamentals of facility management, to help solve a related facility problems individually or as part of a group; • apply written evidence of appropriate designs and techniques to develop recreation facilities and will utilize as a facility manager in the recreation and leisure industry; • behave professional and ethical while conducting individual research, producing written assignments and while function in a group setting; • produce truthful reports and assignments, with consideration to the rules on plagiarism and copyright; • accept accountability for own learning progress and assessment results to successfully comprehend the outcomes of the recreation management module. 		
Assessment methods – Formal formative:		
Teaching tests; Assignments; Practical session; Semester Test		
Assessment methods – Summative:		
Examination		
Assessment plan:		
A. Participation mark:50%		
2 x Teaching tests 30%, 2 x Assignments 30%, 1 x Practical session 20%, 1 x Semester test 20%		
Total 100%		

B. Examination mark:50%

Method of delivery: Full-time

Module code: RKKX316

Semester 1

NQF level: 7, Credits: 16

TITLE: LEISURE EDUCATION

Module outcomes:

After successful completion of this module, the student should demonstrate the following:

- An ability to demonstrate integrated knowledge and understanding of leisure education;
- an understanding of contested knowledge on the foundations of leisure education, recommendations for leisure education, and the effects of leisure education;
- an ability to systematically design, implement and evaluate leisure education programmes in an ethical and responsible manner for various target groups;
- an ability to take the responsibility to gather and select appropriate procedures and research methods to do focused research on specific leisure education problems that will ultimately effect the implementation of leisure education;
- an ability to provide truthful and correct written and verbal communication of different information relevant to the field of leisure education, while showing an understanding of copyright and rules on plagiarism;
- the skills needed to function in a group setting in order to solve different leisure education related problems and to take, as a group member, the responsibility for specific sections of work or tasks.

Assessment criteria:

The module outcomes have been mastered when the student can:

- Use the knowledge and understanding gained regarding the fundamentals of leisure education and to solve education problems individually or as part of a group;
- Develop a comprehensive leisure education programme;
- provide written evidence of knowledge on the foundations of leisure education, recommendations for leisure education, and the effects of leisure education in the form of detail reports, individually or as part of a group;
- behave professionally and ethically while designing, implementing and evaluating a leisure education programme;
- conduct focused research with the use of appropriate methods to resolve issues within the scope of leisure education which carry the potential to impact how leisure education programmes are delivered;
- produce truthful reports and assignments, with consideration of the rules on plagiarism and copyright and;
- positively contribute to the successful completion of tasks on leisure education in a group setting and confidently convey ideas to fellow students.

Assessment methods – Formal formative:

Written class tests on specific study units; Class discussions (individual and group);

Semester test

Assignments

Assessment methods – Summative:

Formal theoretical examination

Assessment plan:

Assignments: 25%; Teaching tests x 3: 30%, Semester test x 1: 20%,

Class discussion: 25%

Method of delivery: Full-time

Module code: RKKX317	Semester 1	NQF level: 7, Credits: 16
TITLE: LEISURE TIME FACILITATING RECREATION MANAGEMENT AND ADMINISTRATION		
<p>Module outcomes:</p> <p>After successful completion of this module, the student should demonstrate the following:</p> <ul style="list-style-type: none"> • Integrated knowledge and understanding of a) the theories and philosophy of management and b) how that knowledge relates to the South African recreation and leisure industry; • a personal philosophical framework as a recreation manager by assessing the different views and perspectives of management in the South African recreation and leisure industry; • an ability to identify and address management-related problems of different departments in a recreation and leisure industry settings and to apply correct methods to manage and solve the identified problems in a theoretical setting; • the responsibility to gather and select appropriate procedures and research methods to do focused research on specific management problems that will ultimately effect change within practice; • professional and ethical behaviour in the problem solving, decision making and choices as a member of a management team involved in the workings of a South African recreation and leisure organisation; • the ability to provide truthful and correct written and verbal communication of different kinds of information relevant to the field of recreation management, while showing an understanding copyright and rules on plagiarism; • the skills needed to function in a group setting, as expected of a person in a management position, in order to solve different management-related problems and to take, as a group member, the responsibility for specific sections of work or tasks. 		
<p>Assessment criteria:</p> <p>The module outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> • Use the knowledge and understanding attained regarding the theories and philosophy of management to help solve a related management problems individually or as part of a group; • apply written evidence of the personal philosophical framework of management he/she has developed and will utilize as a recreation manager in a recreation and leisure organisation; • identify and analyse identify certain management-related problems and recommend the type of methods that can be implemented to address and help alleviate these problems; • behave professionally and ethically while conducting individual research, producing written assignments and while function in a group setting; • produce truthful reports and assignments, with consideration to the rules on plagiarism and copyright; • show accountability for own learning progress and assessment results to successfully comprehend the outcomes of the recreation management module. <p>Assessment methods – Formal formative: 2 x Teaching tests; 2 x Assignments; Practical sessions; Semester Test; Class Work</p> <p>Assessment methods – Summative: Examination</p> <p>Assessment plan: A. Participation mark:50% 2 x Teaching tests 20%, 2 x Assignments 30%, Practical sessions 20%, Semester test 20%, Class work 10%. Total: 100%</p>		

B. Examination mark:50%
Method of delivery: Full-time

Module code: RKKX328	Semester 2	NQF level: 7, Credits: 8
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TITLE: RECREATION SERVICE DELIVERY

Module outcomes:
 After successful completion of this module, the student should demonstrate the following:

- Detailed knowledge and understanding of key terms, concepts and processes related to the delivery of recreation services;
- Discipline-specific methods and techniques of scientific inquiry and information gathering on leisure needs from communities or individuals from various demographic backgrounds, and the ability to analyse, evaluate and synthesise the information and apply a conclusion during the provision of recreation programmes;
- accurate and coherent written and verbal communication related to the planning process, report writing and evaluation of recreation programmes with understanding and respect for intellectual property conventions, copyright and rules on plagiarism;
- the ability to act as a group member and group leader and contribute appropriate skills to successfully complete community recreation project, measuring success of the task completion against criteria, taking co-responsibility for learning progress and outcome realization of the group.

Assessment criteria:

The module outcomes have been mastered when the student can:

- Successfully demonstrate detailed knowledge regarding community recreation, project planning and the delivery of recreation services;
- gather information and data regarding leisure needs from various demographic groups and analyse, evaluate and synthesize the information in order to apply a conclusion during the provision of recreation programmes;
- write an accurate and coherent project plan, report and evaluation related to a recreation project and verbally present these to an audience;
- operate as part of a group in the completion of a community recreation project, ensuring that learning progress and outcome realization of the team occurred.

Assessment methods – Formal formative:

Teaching tests; Assignments; Practical sessions; Class Work

Assessment methods – Summative:

Project

Assessment plan:

Participation mark:50%

Teaching tests 10%, Assignments 40%, Practical sessions 40%, Class work 10%.

Total: 100%

Examination mark:50%

Method of delivery: Full-time

Module code: VGHB221	Semester 2	NQF level: 6, Credits: 16
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TITLE: CONSUMERS PURCHASING PRACTICES

Module outcomes:
 After completion of the module, the student should be able to:

- have an understanding of differences in the needs of consumers regarding soft furnishings and appliances;

- demonstrate insight in the broad spectrum of soft furnishings, as well as the effect it creates;
- use place theory as scientific substrate for explaining differences in the needs of consumers;
- demonstrate insight in the factors that influence the consumer's decision-making process and management of resources;
- demonstrate the necessary skills to advise the consumer to make effective decisions with regard to the purchasing of household furnishings and appliances; and
- co-operate as member of a group on assignments and projects

Assessment criteria:

The student proves that he/she reached the outcomes by:

- understanding differences in consumers' needs regarding soft furnishings and appliances will be determined by means of group discussion, written assessments and / or practical assessments;
- insight into the effect created by means of soft furnishings will be reflected in group discussion, written assessments and / or practical assessments;
- the ability to apply the space theory to interpret the differences in consumers' needs will be reflected in group discussion, written assessments and / or practical assessments;
- convey insight into the factors that affect consumers' decision-making process when purchasing household appliances and furniture during professional oral presentations, group discussion, written assessments and / or practical assessments
- advice on effective consumer resource management will be determined by group discussion, written assessments and / or practical assessments; and
- ability to execute projects in groups will be reflected in group assignments.

Assessment methods – Formal formative:

The students must submit assignments and written class tests. Practical assignments will also be included.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Method of delivery: Full-time

Module code: VGHB311	Semester 1	NQF level: 7, Credits: 24
TITLE: INTERIOR DESIGN AND HOUSING		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate the necessary knowledge and insight in the scope and content of housing and interior design as subject areas, • demonstrate the necessary knowledge and insight in the approaches and theories on which the planning and insight of living areas are based, as well as the needs which are related to having satisfaction and quality of life; and • use various visual presentation techniques to demonstrate the above mentioned areas; • render consumer guidance regarding housing types, housing decision-making, housing right and analyse economical aspects on micro level, and give and motivate a value judgement regarding the applicability and suitability of various living spaces; • act correctly within an ethically framework and from a fixed value system in all communication concerning guidance of clients on housing and interior design; 		

- execute projects in group context and critically interpret, analyse and effectively integrate information from various sources into an applicable and suitable model of living spaces; and
- apply problem-solving skills regarding changed housing circumstances in order to optimally satisfy the needs of consumers.

Assessment criteria:

Module outcomes will be assessed as follows:

- the knowledge and insight of Housing and Interior Design as subject areas and the various approaches and theories upon which the planning and furnishing of living areas are based, as well as the need associated with housing satisfaction and quality of life will be determined by way of practical classes, class tests and knowledge and application-based questions;
- the ability to inform consumers with regard to housing types, decision-making, the right to housing, as well as to analyse economic aspects at micro level, and act in an ethical manner regarding all communication with and guidance to clients, will be seen from class assignments and group discussions;
- the ability to carry out projects in group context and give a critical interpretation on information from various sources will be seen from group assignments;
- the ability to use various visual presentation techniques will be seen from practical classes and practical class assignments; and
- the application of problem solution skills in terms of changed housing circumstances in order to optimally satisfy consumers' needs will be determined in the light of work assignments and class discussions.

Assessment methods – Formal formative:

The students must submit assignments and written class tests.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Method of delivery: Full-time

Module code: VKLE214	Semester 1	NQF level: 6, Credits: 16
TITLE: INTRODUCTION TO FASHION INDUSTRY		
<p>Module outcomes:</p> <p>After completion of the module, the student should be able to:</p> <ul style="list-style-type: none"> • have basic background knowledge of the clothing and textile industry; • apply the distribution channels to any given products; • explain the role of the consumer scientist in the fashion industry; • predict the influence that various role players have on the consumer; • explain the South African retail structure and also evaluate its effectiveness; • have insight in the origin and development of fashion; • analyse factors that influence consumer acceptance of fashion, and analyse and explain the principles of fashion prediction; • explain the importance of the effective visual display of merchandise; • use the library and Internet to access information and utilise and communicate the findings effectively; and • conduct an informed conversation concerning the controversial ethical issues in the South African fashion industry. 		

Assessment criteria:

The student proves that he/she reached the outcomes by:

- correctly answering knowledge-based questions on the clothing and textile industry as a whole in the form of a test;
- evaluating given scenarios in the retail structure within which consumers make decisions based on factors that influence consumer acceptance of fashion in the form of test questions;
- explain the influence of various role players within the South African fashion industry on the consumer in a given assignment;
- explain the role of the consumer scientist regarding controversial ethnic questions in South Africa during oral presentations;
- look up references in the library, consult the Internet for information and integrate the appropriate information in group discussions and literature assignments, during the execution of a given assignment; and
- evaluate the effectiveness of visual presentations of merchandise during a practical presentation.

Assessment methods – Formal formative:

The students must submit assignments and written class tests. Practical assignments will also be included.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Method of delivery: Full-time

Module code: VKLE312	Semester 1	NQF level: 7, Credits: 16
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TITLE: TEXTILE SCIENCE

Module outcomes:

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

- reflect a sound knowledge of textile fibres, yarns, construction and finishes of textiles;
- analyse textile-related problems of consumers and make appropriate recommendations by applying knowledge of textiles;
- compare different fabrics in respect of their serviceability, in order to recommend suitable options for different purposes;
- at all times give guidance to the textile user from an established ethical value system to obtain and use textile sources in an ethically correct manner;
- explain the importance of quality control and apply and implement effective control measures;
- use various forms of technology to effectively communicate knowledge concerning textiles to the user; and
- co-operate and function as a member of a group on group assignments.

Assessment criteria:

Student's attainment of the outcomes will be determined as follows:

- Knowledge pertaining to textile fibres, yarns and the construction and finishes of textiles will be tested by way of written assessments and practical assignments;
- The ability to analyse textile-related consumer problems and to make appropriate recommendations, will be tested by way of class discussions, case studies and additional written assessments;

- Critically evaluate the production line in the textile industry and suggest improvements by way of written assessments and practical assignments;
- Critically evaluate current quality-control methods and suggest applicable improvements and also implement them as a consumer scientist by way of written assessments and practical assignments;
- Given an array of recommended options that would suit various purposes, the ability to compare different textiles in terms of their serviceability in order to arrive at a suitable choice will be tested by way of practical assignments, case studies and written assignments;
- The ability to give guidance to the textile user from an established ethical value system to obtain and use textile sources in an ethically correct manner will be assessed by way of practical assignments, case studies and written assignments;
- The ability to use various forms of technology to effectively communicate knowledge concerning textiles to the user will be assessed by way of practical assignments; and
- The ability to function effectively within a group will be tested by way of group assignments.

Assessment methods – Formal formative:

The students must submit assignments and written class tests. Practical assignments will also be included.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Method of delivery: Full-time

Module code: VKLE321	Semester 2	NQF level: 7, Credits: 16
TITLE: CLOTHING		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • have integrated knowledge of inventory management from the manufacturer's point of view by defining the role of the consumer and consumer scientist in this regard and applying knowledge in practice • demonstrate an understanding of consumer needs, preferences and problems in the fashion industry and demonstrate effective problem solving • analyse and evaluate existing trend prediction techniques and apply them effectively to any retailer; • function independently and in a problem-solving manner as consumer scientists; • demonstrate understanding and insight in the clothing behaviour of individuals and groups from a framework of cognitive and symbolic interaction; • analyse and critically reflect on the influence of culture on clothing and the individual in an academic and professional way; • demonstrate a critical disposition towards social psychological aspects of clothing • efficiently co-operate with others in groups; and • use the library and the internet to obtain information and communicate in an ethical way as an individual and in a group 		
Assessment criteria:		
You have attained the module outcomes if you can demonstrate the following abilities:		
<ul style="list-style-type: none"> • Define the term merchandise management from the manufacturer's viewpoint and explain the role of the consumer scientist in this regard in written assignments and tests; 		

- Identify leading South African and international fashion designers and provide a basic description of each one's work and accompanying target market in written assignments and tests;
- Discuss the importance of research by retailers and manufacturers for fashion forecasting in written assignments and tests;
- Extensively discuss the process of fashion research as well as the role of the consumer in each step in written assignments and tests;
- Identify and evaluate the different fashion services and resources available to fashion retailers in written assignments and tests;
- Compile a report to present new fashion trends to a client, together with a concept board;
- Critically evaluate current quality-control methods and suggest applicable improvements and also implement them as a consumer scientist in written assignments and tests;
- Critically discuss the theories on why people wear clothes on the basis of your value system in written assignments and tests.
- Give an overview of the role of clothes in the development of self-image in written assignments and tests;
- Explain the clothing behaviour of individuals and groups on the basis of the symbolic interactionism framework in written assignments and tests;
- Present a lecture/presentation in a group in which the traditional clothing of other culture groups in South Africa is indicated and explained;
- Analyse and discuss the influence of different cultures on clothing as well as the role of clothing on different cultures in a paper.

Assessment methods – Formal formative:

The students must submit assignments and written class tests. Practical assignments will also be included.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Method of delivery: Full-time

Module code: VPBB421	Semester 2	NQF level: 8, Credits: 8
TITLE: HEALTH SERVICE MANAGEMENT SKILLS		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • apply principles of health service management and financial leadership and quality assurance to management of a nursing or extensive primary health service unit. • participate in the composition, training, teaching and applying of human resources with the aim of supplying health care to the community 		
Assessment methods: 1 x 2 hour 1 : 1 Method of delivery: Full-time		

Module code: VPBP471	Semester 1 & 2	NQF level: 8, Credits: 8
TITLE: HEALTH SERVICE MANAGEMENT PRACTICE		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • plan, organise and audit a health service in hospital or in the community 		

<ul style="list-style-type: none"> • He/she will be able to make professionally-ethical decisions and to function as a professional practitioner within the legal-ethical framework as well as be able to do a nursing research project
Assessment methods: Practica Method of delivery: Full-time

Module code: VPEK311	Semester 1	NQF level: 7, Credits: 16
TITLE: INTRODUCTORY AND CLINICAL PSYCHIATRIC NURSING		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • show a broad conceptual and theoretical framework regarding psychiatric nursing as well as demonstrate knowledge of general acute psychiatric disorders, so that it forms the starting point according to which the student can facilitate the promotion, maintenance and restoration of her own mental health as well as the mental health of the patient. 		
Assessment methods: 1 x 3 hour 1 : 1 Method of delivery: Full-time		

Module code: VPEP471	Semester 1 & 2	NQF level: 8, Credits: 26
TITLE: PSYCHIATRIC NURSING SCIENCE PRACTICE		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • apply extensive psychiatric nursing for the mentally deranged and mentally retarded individual and groups in the hospital- and • apply extensive psychiatric nursing to the individual, family and groups in the community in a professional and culturally sensitive way to promote, maintain and restore mental health. 		
Assessment methods: Practica Method of delivery: Full-time		

Module code: VPER421	Semester 2	NQF level: 8, Credits: 16
TITLE: PSYCHIATRIC NURSING SCIENCE PRACTICE		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • render extensive psychiatric nursing to the individual, family, group and community in a culturally sensitive manner; as well as show personal integration regarding a professional role in Psychiatric Nursing for the promotion, maintenance and restoration of mental health. 		
Assessment methods: 1 x 3 hour 1 : 1 Method of delivery: Full-time		

Module code: VPEV321	Semester 2	NQF level: 7, Credits: 16
TITLE: PSYCHIATRIC SKILLS AND METHODS		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • to internalize a broad conceptual and theoretical framework of the psychiatric nursing practice. • apply the therapeutic use of the self by using psychiatric nursing skills and methods as well as identify her/his role and function in the mental health team with the aim of 		

promoting, maintaining and restoring wholeness for himself/herself as well as for the patient.

Assessment methods: 1 x 3 hour 1 : 1 **Method of delivery:** Full-time

Module code: VPFB121 **Semester 2** **NQF level: 5, Credits: 16**

TITLE: BASIC NEEDS AND PROFESSIONAL SKILLS

Module outcomes:

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

- promote, maintain and restore health by providing the basic needs of patients within the community and in hospitals and apply principles of professional practice like legal, ethical and philosophical principles in the nursing practice.

Assessment methods: 1 x 3 hour 1 : 1 **Method of delivery:** Full-time

Module code: VPFI111 **Semester 1** **NQF level: 5, Credits: 16**

TITLE: INTRODUCTION TO FUNDAMENTAL NURSING SCIENCE

Module outcomes:

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

- to identify facilitating and impeding factors for wholeness in humans as whole persons in all age groups and cultures; to apply the scientific method of nursing and apply technology and intra- and interpersonal skills effectively to provide the basic needs of patients within a legal, ethical and philosophical framework.

Assessment methods: 1 x 3 hour 1 : 1 **Method of delivery:** Full-time

Module code: VPFP171 **Semester 1 & 2** **NQF level: 5, Credits: 12**

TITLE: FUNDAMENTAL NURSING SCIENCE PRACTICE

Module outcomes:

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

- deliver high quality culturally sensitive nursing. The student will thus be able to promote, maintain and restore the health of the patient in the hospital/community as well as to assess the patient with reference to his/her basic needs, to plan and implement nursing and evaluate its affectivity within a legal, ethical and philosophical framework.

Assessment methods: 1 x 3 hour 1 : 1 **Method of delivery:** Full-time

Module code: VPGI111 **Semester 1** **NQF level: 5, Credits: 8**

TITLE: INTRODUCTION TO COMMUNITY NURSING SCIENCE

Module outcomes:

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

- clear out the concepts of community nursing within the national and international development of extensive community health with specific reference to the South African context of diversity to render service as a member of a team according to the Batho Pele principles to the individual, family and groups within the community for promoting, maintaining and restoring health.

Assessment methods: 1 x 2 hour 1 : 1 **Method of delivery:** Full-time

Module code: VPG0221	Semester 2	NQF level: 6, Credits: 8
TITLE: EXTENSIVE PRIMARY HEALTHCARE		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> function within a cultural and ethical framework as a full member of the multidisciplinary team in the rendering of extensive primary health services during the complete life cycle of individuals, families, groups and communities within a legal, ethical and philosophical framework. This skill implies planning and management of an extensive primary health organization service; identification of health determinants that indicate facilitating and impeding possibilities; and participation of health programme evaluation according to set indicators and criteria to ensure quality care in promoting, maintaining and restoring health of individuals, groups and community. 		
Assessment methods: 1 x 2 hour 1 : 1 Method of delivery: Full-time		

Module code: VPGP171	Semester 1 & 2	NQF level: 5, Credits: 8
TITLE: COMMUNITY NURSING SCIENCE PRACTICE		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> apply the principles of the scientific nursing process within a multidisciplinary team, to facilitate health information effectively and distinguish between the different services required to render an extensive service that is culturally congruent and reflects the Batho Pele principles within a legal, ethical and philosophical framework. This knowledge is acquired within the dynamics of changes in the community as result of various influences on health like ethical questions, cultural differences, economic influences and political processes. 		
Assessment methods: Practica Method of delivery: Full-time		

Module code: VPGP271	Semester 1 & 2	NQF level: 6, Credits: 12
TITLE: COMMUNITY NURSING SCIENCE PRACTICE		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> function within an extensive primary health care service in which all the components of such a service are addressed according to the national policy. There will be opportunity for participation in community assessment to promote health through a community development project 		
Assessment methods: Practica Method of delivery: Full-time		

Module code: VPGP372	Semester 1 & 2	NQF level: 7, Credits: 8
TITLE: COMMUNITY- AND PSYCHIATRIC NURSING SCIENCE PRACTICE		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> function within an extensive primary health care service as a full member of the multidisciplinary team, facilitate influences that have a facilitating as well as an impeding effect on people of all ages in rural as well as urban areas. 		

<ul style="list-style-type: none"> after exposure to mental health services, be able to apply psychiatric skills to determine the needs in mental health and conduct a supporting interview with a patient; promote and maintain mental health in the community.
Assessment methods: Practica Method of delivery: Full-time

Module code: VPGR122	Semester 2	NQF level: 5, Credits: 8
TITLE: COMMUNITY NURSING SCIENCE PROCESSES		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> assess facilitating and impeding factors involved in individuals, families, groups and communities in a scientific manner and plan interventions by using various processes in community nursing to promote, maintain and restore health at community level intersectorally within a legal, ethical and philosophical framework. 		
Assessment methods: 1 x 2 hour 1 : 1 Method of delivery: Full-time		

Module code: VPGR211	Semester 1	NQF level: 6, Credits: 8
TITLE: INTRODUCTION TO PRIMARY HEALTHCARE		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> critically evaluate and give an overview on health care services in South Africa, with specific reference to primary health care; participate actively in community programmes and health services on the grounds of basic principles and components of primary health care within legal-, ethical- and socio-cultural frameworks; use the applied scientific approach to facilitate health promotion by giving consideration to ecological and preventative-, promotion- and rehabilitation dimensions, whilst providing the highest standard health care contributing to recovering of health in individuals, families and groups in the community; function as member of a health team, involved in community health, whilst demonstrating a conscious understanding of the role and function, responsibility and accountability as nursing professional in the discipline of community health and within the broader health system; and apply the scientific process of nursing in order to provide a cultural congruent primary health care service to the mother and child, from birth to adolescent. 		
Assessment methods: 1 x 2 hour 1 : 1 Method of delivery: Full-time		

Module code: VPGS311	Semester 1	NQF level: 7, Credits: 8
TITLE: RURAL AND URBAN COMMUNITY HEALTH		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> identify the environmental, economic, cultural, ethical, political and other influences that have a facilitating as well as impeding effect on health and welfare of people of all age groups in rural as well as urban areas implement ethical decision making within the cultural diversity of South Africa, to identify environmental influences on health and welfare and to promote, maintain and restore health by prevention and control of infectious, transmittable and serious endemic diseases in South Africa. 		

Assessment methods: 1 x 2 hour 1 : 1 **Method of delivery:** Full-time

Module code: VPGW211

Semester 1

NQF level: 6, Credits: 8

TITLE: HEALTH PROMOTION FOR NURSING SCIENCE

Module outcomes:

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

- conceptual framework and theoretical models within health promotion;
- international and national events on health promotion;
- health risks and protection factors at individual, group and community level;
- collaboration strategies, mechanisms and mediation within a multidisciplinary team and with other role-players in the community with reference to promotion of health;
- availability of health and related services that can be used as resources;
- policy stated at national level with reference to health promotion;
- scientific approach applied to facilitate health promotion after the community profile was set up;
- the role of community participation and community involvement within health promotion;
- development of community projects;
- behaviour change and health information; and
- effective communication within the cultural spectrum to facilitate health promotion

Assessment methods: 1 x 2 hour 1 : 1 **Method of delivery:** Full-time

Module code: VPLS371

Semester 1 & 2

NQF level: 7, Credits: 8

TITLE: LIFESTYLE ENRICHMENT

Module outcomes:

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

- handle the world of nursing and as an adult student the demands that the career requires by developing interpersonal and communication skills.
- show knowledge and skills regarding self-image, self-assertion and effective communication.
- These skills are also extended to effective assessment and support interviewing, health education, handling stress, handling crises and accompanying the dying.
- demonstrate knowledge and skills regarding home stimulation programmes of the healthy and the mentally retarded individual.
- This module promotes self-enrichment of the student with the objective of enriching the individual, family and community.

Assessment methods: Practica / Only attendance **Method of delivery:** Full-time

Module code: VPLS471

Semester 1 & 2

NQF level: 8, Credits: 8

TITLE: PSYCHIATRIC AND NURSING SCIENCE SKILLS AND METHODS

Module outcomes:

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

- promote, maintain and restore mental health of the individual and family as part of the community, by using psychiatric nursing skills and methods.
- also strive for an increase in personal and professional self-knowledge thereby facilitating his/her own as well as the patient's pursuit of wholeness.

Assessment methods: Practica / Only attendance **Method of delivery:** Full-time

Module code: VPNN323	Semester 2	NQF level: 7, Credits: 8
TITLE: INTRODUCTION TO NURSING RESEARCH		
Module outcomes: After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> manage the research process and related concepts 		
Assessment methods: 1 x 2 hour 1 : 1 Method of delivery: Full-time		

Module code: VPNN411	Semester 1	NQF level: 8, Credits: 8
TITLE: METHODOLOGY OF NURSING RESEARCH		
Module outcomes: After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> plan health related research of a high ethical standard in order to promote service delivery to individuals, families and communities and to expand professional knowledge 		
Assessment methods: 1 x 2 hour 1 : 1 Method of delivery: Full-time		

Module code: VPNP471	Semester 1 & 2	NQF level: 8, Credits: 8
TITLE: NURSING RESEARCH PROJECT		
Module outcomes: After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> do a health related research project by planning the project, data collection and analysis, making recommendations for the improvement of nursing practice and expansion of the scientific knowledge base as well as reporting by publication of articles and delivering a possible congress paper 		
Assessment methods: Practica 1 : 1 Method of delivery: Full-time		

Module code: VPPF411	Semester 1	NQF level: 8, Credits: 8
TITLE: LEGISLATION AND PROFESSIONAL PRACTICE		
Module outcomes: After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> realize as a practicing professional nurse, a Christian life and world view and to accept within the legal-ethical framework professional responsibility in practice and show a pursuit of professional and personal growth and health. facilitate within the relevant cultural contexts, health by patients, colleagues and subordinates. 		
Assessment methods: 1 x 2 hour 1 : 1 Method of delivery: Full-time		

Module code: VPVA412	Semester 1	NQF level: 8, Credits: 16
TITLE: COMPLICATED MIDWIFERY		
Module outcomes: After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> apply knowledge of the pathology and clinical pictures of deviations and complications that may occur during childbirth regarding the neonate, as well as knowledge of the relevant pharmacology, to the nursing of the patient with complicated childbirth and high-risk neonates. 		

- recognise genetic deviations and support the family psychologically as well as should be able to manage a practice unit as independent midwife within the broad health framework and within the legal–ethical framework.

Assessment methods: 2 x 2 hour 1 : 1 **Method of delivery:** Full-time

Module code: VPVB321	Semester 2	NQF level: 7, Credits: 16
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TITLE: NORMAL CHILDBIRTH AND COMPLICATED PREGNANCY

Module outcomes:

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

- apply knowledge of the physiological changes during childbirth, maternal and fetal welfare as well as promotion of childbirth and dealing with pain to the scientific nursing of the patient during childbirth.
- apply knowledge of pathology and clinical pictures of complications that may occur during pregnancy to the scientific nursing of the pregnant woman with complications as well as to apply knowledge of relevant pharmacology and the South African Nursing Council Regulation.

Assessment methods: 1 x 3 hour 1 : 1 **Method of delivery:** Full-time

Module code: VPVI222	Semester 2	NQF level: 6, Credits: 8
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TITLE: INTRODUCTORY MIDWIFERY AND NORMAL PREGNANCY

Module outcomes:

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

- demonstrate knowledge of fundamental terms and principles of Midwifery; explain the role of the midwife in the multidisciplinary team and integrate the relevant SANC regulations for safe practice.
- apply knowledge of the anatomic, physiological and psychological changes during pregnancy, as well as the knowledge of the development and physiology of the fetus to the scientific nursing of the pregnant patient and her fetus.

Assessment methods: 1 x 2 hour 1 : 1 **Method of delivery:** Full-time

Module code: VPVN311	Semester 1	NQF level: 7, Credits: 8
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TITLE: NORMAL NEONATE, PUERPURIUM AND PARENTHOOD

Module outcomes:

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

- apply knowledge of the physiological changes after birth as well as the physiological and psychological properties and needs of the neonate to the scientific nursing of the neonate within the framework of the relevant South African Nursing Council Regulations.
- apply knowledge of the anatomy, physiology and psychological changes during the puerperium to the scientific nursing of the patient during the normal and abnormal puerperium; apply the principles of health information in giving information on parenthood in individuals and groups.

Assessment methods: 1 x 2 hour 1 : 1 **Method of delivery:** Full-time

Module code: VPVP372	Semester 1 & 2	NQF level: 7, Credits: 18
TITLE: MIDWIFERY PRACTICE I		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • give health information to individuals and groups regarding pregnancy, childbirth and parenthood. • nurse the pregnant patient and her fetus the patient during normal childbirth and puerperium scientifically, individually and holistically within the legal framework as well as to apply the technology applicable to Obstetric Nursing in a suitable way. 		
Assessment methods: Practica 1 : 1 Method of delivery: Full-time		

Module code: VPVP472	Semester 1 & 2	NQF level: 8, Credits: 32
TITLE: MIDWIFERY PRACTICE II		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • nurse scientifically, individually and as a whole person the patient with complications during childbirth and puerperium as well as the high-risk neonates within the legal framework. • apply obstetric emergency actions and manage a unit of practice within the broad health framework within the legal framework. 		
Assessment methods: Practica 1 : 1 Method of delivery: Full-time		

Module code: VPWB211	Semester 1	NQF level: 6, Credits: 16
TITLE: IMPAIRED HEALTH STATUS AND MINOR DISORDERS		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • promote, maintain and restore health by quality nursing within the legal, ethical and cultural framework according to the scientific approach of nursing as focused on impaired health status of the individual, family and community- and • use problem-solving and critical analytical skills in assessing and diagnosing minor disorders in the patient and also plan, implement and evaluate nursing accordingly. 		
Assessment methods: 1 x 3 hour 1 : 1 Method of delivery: Full-time		

Module code: VPWG221	Semester 2	NQF level: 6, Credits: 16
TITLE: MINOR DISORDERS		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • render nursing within a culturally sensitive, ethical and legal framework to the individual, family and community with infectious and transmittable diseases. • use problem solving and critical analytical skills in assessing and diagnosing minor disorders in the patient as well as plan, implement and evaluate nursing for it. 		
Assessment methods: 1 x 3 hour 1 : 1 Method of delivery: Full-time		

Module code: VPWP271	Semester 1 & 2	NQF level: 6, Credits: 16
TITLE: MINOR DISORDERS IN PRACTICE		
Module outcomes: After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • render quality culturally sensitive nursing to promote, maintain and restore the health of a patient with minor disorder in the hospital/community. • assess the patient, plan, implement and evaluate nursing regarding the minor disorders of all body systems. 		
Assessment methods: Practica 1 : 1 Method of delivery: Full-time		

Module code: VPXP371	Semester 1 & 2	NQF level: 7, Credits: 16
TITLE: SPECIALIZATION NURSING SCIENCE PRACTICE		
Module outcomes: After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • assess the patient with a medical or surgical condition in the tertiary health service facility. • plan, implement and evaluate high quality, culturally sensitive nursing in order to promote, maintain and restore health in the patient with chronic and acute conditions of all the body systems. 		
Assessment methods: Practica 1 : 1 Method of delivery: Full-time		

Module code: VPXS311	Semester 1	NQF level: 7, Credits: 16
TITLE: SPECIALIZATION NURSING SCIENCE		
Module outcomes: After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • as a member of multi-professional team, render promotion, maintenance and restoration, culturally sensitive nursing within a legal-ethical framework to the individual in tertiary health facilities. • implement the scientific method of nursing within the framework of the nursing theory w.r.t human completeness as applied to specialized medical and surgical conditions on the following body systems: Otorhinolaryngology; Respiratory; Cardiovascular; Haemopoietic; Digestion; Endocrinology; Metabolic; and to render intra-operative nursing in the operation theatre. 		
Assessment methods: 1 x 3 hour 1 : 1 Method of delivery: Full-time		

Module code: VPXS321	Semester 2	NQF level: 7, Credits: 16
TITLE: SPECIALIZATION NURSING SCIENCE		
Module outcomes: After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • render (as a member of the multi-professional team) culturally sensitive nursing within a legal-ethical framework to individuals in tertiary health facilities. • implement the scientific method of nursing within the framework of the nursing theory w.r.t human completeness as applicable to specialized medical and surgical conditions on the following body systems: Genito-urinary; Musculo-skeletal; Neurology; Ophthalmology; and Dermatology. 		
Assessment methods: 1 x 3 hour 1 : 1 Method of delivery: Full-time		

Module code: VVBG211	Semester 1	NQF level: 6, Credits: 12
TITLE: INTRODUCTION TO CONSUMER BEHAVIOUR		
Module outcomes:		
<p>Upon successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • Detailed knowledge and understanding of what consumer behaviour entails and how it applies and relates to fields within consumer sciences, as well as be able to evaluate, discuss and practically apply the various influencing factors and elements concerning consumer decision making by solving given problems; • understanding of the importance of consumerism and associated aspects within the South African context, as well as be able to select, implement and manage strategies to optimise consumer behaviour in different given contexts; • actions in accordance with knowledge and insight gained about the ethical and professional role and purpose of a consumer scientist, specifically towards consumers; and • research skills such as consultation of the relevant sources relating to consumer behaviour; analysis of various information sources in order to determine and compare the relevance thereof with a view to complete specific literature assignments; correct referencing of sources; and communicating the results of such research in a reliable, accurate and coherent manner to the relevant audience. 		
Assessment criteria:		
<p>The student proves that he or she has reached the outcomes:</p> <ul style="list-style-type: none"> • If they are able to define consumer behaviour concepts and explain the origin and development of consumer behaviour theories within the field of consumer science through tests and practical assignments; • when they can to identify, analyse and select the most appropriate method to address given consumer decision making scenarios; • when they are able to apply problem solving skills with regards to consumer decision making by presenting practical assignments in a professional way; • if they are able to analyse, process and present integrated literature on a discipline-related topic in consumer behaviour by consulting the internet for information and integrating applicable knowledge in literature studies and during the execution of a given assignment; • the ability to evaluate consumer behaviour related issues and challenges by explaining the task of the consumer scientist during oral presentations; • if they are able to incorporate ethical implications of decisions, actions and practices specifically relevant to consumer behaviour within the South African context in given assignments. 		
Assessment methods – Formal formative:		
The students must submit assignments and written class tests.		
Assessment methods – Summative:		
Sit-down written examination		
Assessment plan:		
Participation mark (50%) and Summative assessment (50%)		
Method of delivery: Full-time		

Module code: VVBG311	Semester 1	NQF level: 7, Credits: 16
TITLE: CONSUMER DECISION-MAKING		
Module outcomes:		
<p>After the successful completion of this module, the student must be able to demonstrate:</p> <ul style="list-style-type: none"> integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply consumer decision-making to different areas within the field of Consumer Behaviour; the ability to identify, analyse, critically reflect on and address complex problems and challenges related to consumer decision-making and apply evidence-based solutions with theory-driven arguments; the ability to develop and communicate ideas and opinions in well-formed arguments in an ethical manner, using appropriated academic and professional discourse; access, analyse and evaluate current research, as well as conducting research about consumer decision-making and formulate appropriate conclusions and recommendations within a given context in the field of Consumer Behaviour; the ability to identify, evaluate and accurately address one's own learning needs in a self-directed manner and to take full responsibility for one's own work, learning, decision-making and effective use of resources to successfully realise task outcomes. 		
Assessment criteria:		
<p>The student proves that he or she has reached the outcomes:</p> <ul style="list-style-type: none"> critically discuss, analyse, evaluate and apply all aspects of the consumer decision-making process in various contexts within the field of Consumer Behaviour, by way of written assessments and practical assignments; identify, analyse and critically reflect on, and address complex problems and challenges related to the consumer decision-making process and apply evidence-based solutions with theory-driven arguments, by way of class discussions, case studies and written assessments; develop and communicate ideas and opinions in well-formed arguments in an ethical manner, using appropriated academic and professional discourse, by way of written assessments, class discussions and practical assignments; identify, analyse and evaluate current research, as well as conducting research about the consumer decision-making process and formulate appropriate conclusions and recommendations within a given context in the field of Consumer Behaviour, by way of case studies, practical group assignments and oral presentations; identify, evaluate and accurately address one's own learning needs in a self-directed manner and take full responsibility for one's own work, learning, decision-making and effective use of resources to successfully realise task outcomes, by way of written assessments, practical assignments and oral presentations. 		
Assessment methods – Formal formative:		
The students must submit assignments and written class tests.		
Assessment methods – Summative:		
Sit-down written examination		
Assessment plan:		
Participation mark (50%) and Summative assessment (50%)		
Method of delivery: Full-time		

Module code: VVBG321	Semester 2	NQF level: 7, Credits: 16
TITLE: THE SOUTH AFRICAN CONSUMER		
Module outcomes:		
After the successful completion of this module, the student must be able to demonstrate:		
<ul style="list-style-type: none"> integrated knowledge of and engagement with the theory particular to consumer behaviour in South Africa, and the ability to apply this knowledge in practice to enhance consumer well-being; an understanding of the internal and external factors influencing consumer decision-making and to evaluate these factors within any given consumer decision-making process within the South African context; an ability to act as a consumer scientist, analysing and addressing problems based on typical consumer behaviour scenarios drawing on the complex South African consumer market; an ability to review information gathered from a variety of sources, evaluate and manage this information to develop creative responses to problems and issues pertinent to South African consumers and to present and communicate these responses effectively in an academic, professional manner; an ability to operate effectively as a consumer scientist by researching and managing South African consumers and the different consumer segments within a system based on an understanding of consumer behaviour and the roles and relationships between the consumer and its internal and external environments, including consumer rights in South Africa. 		
Assessment criteria:		
The student proves that he or she has reached the outcomes:		
<ul style="list-style-type: none"> As a consumer scientist, use your knowledge to analyse and evaluate South African consumers' behaviour by understanding its theories and apply this integrated knowledge to solve consumer problems to ultimately enhance consumer well-being. Analyse and evaluate the internal and external factors influencing consumer decision-making within any given consumer decision-making process relevant to a specific consumer market/segment and purchasing situation within the South African context. Review, evaluate and interpret information gathered from a variety of sources aimed at solving problems pertinent to South African consumers and to communicate these solutions verbally and in a written format in a professional and academic manner. Act as a consumer scientist and operate effectively to enhance consumer well-being in South Africa based on a critical evaluation of consumer behaviour and its internal and external environments, including consumer rights. 		
Assessment methods – Formal formative:		
The students must submit assignments and written class tests.		
Assessment methods – Summative:		
Sit-down written examination		
Assessment plan:		
Participation mark (50%) and Summative assessment (50%)		
Method of delivery: Full-time		

Module code: VVDL213	Semester 1	NQF level: 6, Credits: 16
TITLE: ANIMAL FOOD GROUPS AND SYSTEMS		
Module outcomes:		
Having completed this module, the student should:		

- demonstrate a sound knowledge of animal food groups and systems, its composition and the changes that take place during processing and preparation on the basis of practical, class tests and the answering of knowledge and application questions;
- apply the basic knowledge of animal food groups and systems in the third year in recipe and product development on the basis of individual and group assignments;
- operate effectively as an individual and in groups to apply practically the advanced scientific properties of animal food in experimental work and assignments with the aid of sources from the library and the Internet;
- be able to evaluate the quality of animal products and state what factors may influence quality with the help of individual and group exercises as well as class discussions;
- evaluate, by way of case studies, practical problems with animal food principles and consumer orientated foods and to communicate, by way of a report, advice to consumers and employers in the retail, hospitality and private sector; and
- evaluate problem situations and ethical issues regarding animal food groups and systems and consumer orientated foods and to make recommendations to the consumer on the basis of individual and group exercises as well as class discussions.

Assessment criteria:

Assessment of the module outcomes will take place as such:

- skills as well as identification of problems and questions relevant to the study of animal and consumer orientated food groups and systems will be determined in view of individual and group assignments;
- the knowledge of animal and consumer orientated food groups and systems thereof in products and the processing of these products will be determined in view of practical, class tests and the answering of knowledge and application questions;
- the ability to inform consumers in their purchasing decision of animal and consumer orientated food groups and systems will be reflected in class assignments and group discussions; and
- the ability to advise consumers about relevant quality problems and ethical aspects of animal and consumer orientated food groups and systems will be reflected in individual and group exercises as well as class discussions.

Assessment methods – Formal formative:

The students must submit assignments and written class tests. Practical assignments will also be included.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Method of delivery: Full-time

Module code: VVDL324	Semester 2	NQF level: 7, Credits: 16
TITLE: NEW FOOD PRODUCT DEVELOPMENT PROCESSES		
Module outcomes: Upon completion of this module, you should be able to:		
<ul style="list-style-type: none"> • have a well-rounded and systematic knowledge of food retail and marketing of food products, and its uniqueness in the food industry; • practically apply factors that lead to success in the retail trade within the retail environment by analysing the role of food within the retail set-up; • understand the retail trade, product range and depth, the role of shop layout and the role of price structure, food packaging and marketing in the food chain; 		

- practically apply problem-solving skills to improve the position of food within the retail environment, to analyse the product development processes and communicate results in writing;
- have a well-rounded and systematic knowledge of: food products in the retail as well as the different new product categories; the utilisation of different sources for new product ideas; utilisation of the different role players in the new product development process, the integration of the different processes and stages and the different quality control aspects in the new food product development process as well as the recipe to formula translation;
- explain and evaluate the feasibility of a new food product, integrate the different role players in the new product development process and evaluate the product development processes and the role of sensory evaluation in the food product development process; and
- act professionally according to ethical values within the production and retail environment in the best interest of the industry and the consumers to be served.

Assessment criteria:

Students will achieve the outcomes if they demonstrate the ability to:

- analyse and discuss product range and depth as well as different new product categories by using examples in the retail environment and present a written report;
- identify, explain and discuss the different sources of ideas for the identification of new products;
- identify, explain and practically apply recipe to formula translation;
- identify, explain and discuss the generation/sources of ideas for new products as part of the development process;
- evaluate and integrate the food product development processes;
- identify and explain the role and importance of sensory evaluation in the food product development process;
- design a feasibility study on a new food product;
- construct a new food product development flow diagram;
- explain the importance and role of shop layout and motivate it to shop management;
- evaluate an existing grocery store layout and communicate the recommendations by means of visual presentation or a formal report;
- identify, explain and discuss the importance of the consumer in the retail environment and in the food product development process;
- discuss and analyse the importance and role of price structure, food packaging and marketing in the food chain;
- demonstrate ability to communicate in writing in the form of assignments and practical reports individually and to work effectively in a group; and to use the library and Internet to obtain information; and
- apply ethical principles to the product development process according to the beliefs and customs of clients.

Assessment methods – Formal formative:

The students must submit assignments and written class tests. Practical assignments will also be included.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Method of delivery: Full-time

Module code: WVGW221	Semester 2	NQF level: 6, Credits: 12
TITLE: KNOW AND UNDERSTAND THE HEALTH WORLD		
Module outcomes:		
After completion of the module, the student should be able to:		
Outcome 1		
Plan a transdisciplinary health promotion project by using a case study.		
Outcome 2		
Understand the functioning of a transdisciplinary team across multi-sectoral boundaries resulting in health development and human capacity building;		
Outcome 3		
Reflect a fundamental knowledge base of a selection of world views and ideologies and demonstrate their critical understanding through an ability to compare the nature and function as well as different contemporary manifestations of these world views and ideologies;		
Outcome 4		
Demonstrate knowledge of health and distinguish between foreign and pathogen paradigms on a meta-theoretical, theoretical and empirical data level, thus realizing the complementary value of these approaches to health;		
Outcome 5		
Demonstrate a basic understanding of the health services in South Africa, with international influences taken into consideration;		
Outcome 6		
Demonstrate an awareness of health trends and determinants, including internal and external risk factors of individuals, groups and communities.		
Assessment criteria:		
Outcome 1		
<ul style="list-style-type: none"> • Plan a transdisciplinary health promotion project that includes strategies for implementation and evaluation; • State and motivate the philosophical grounds on which a transdisciplinary health promotion project is to be founded; • Reflect on and articulate what kind of influence your personal world view is going to have on a transdisciplinary health promotion project; • Evaluate the sustainability of a transdisciplinary health promotion project; 		
Outcome 2		
<ul style="list-style-type: none"> • Distinguish between mono-, inter, multi- and transdisciplinary team functioning; • Discuss professionalism as core component in your functioning as health care team member; • Identify and recognise the different roles and responsibilities of members of the transdisciplinary team; • Reflect on identified factors that can limit successful functioning of the transdisciplinary team in an ethical / legal context; 		
Outcome 3		
<ul style="list-style-type: none"> • Distinguish between the concepts world view and ideology and give examples of each to illustrate your understanding thereof; • Compare the characteristics, nature and functions of a relevant selection of world views and ideologies; • Explain how a selection of these world views and ideologies manifest in a contemporary community and illustrate the impact that they have on a community by giving effective examples from real life; • Identify issues that originate in health owing to these world views and ideologies; 		

Outcome 4

- Explain and compare different conceptual descriptions or definitions of health, well-being and disease / illness in the context of the cultural diversity of South Africa;
- Explain the role of fortigene and pathogenic paradigms and perspectives on views of health with reference to all three the levels of scientific text;
- Identify human strength and capacity regardless of suffering as protective factors in your life;
- Explain theoretical models for health behaviour changes, as method to address identified weaknesses in your life;

Outcome 5

- Explain the philosophical grounding of the Primary Health Care Approach;
- Discuss the different levels of health care in South Africa;
- Discuss the relationship between disease prevention, health promotion, maintenance and recovery in public health and primary health care;
- Critically discuss advocacy by members of the health team for the rights of individuals, families and / or groups in communities with regards to health;
- Debate ethical issues in health service delivery;

Outcome 6

- Analyse and evaluate health trends and determinants of the South African population;
- Identify health risks with the help of epidemiological data;
- Explain the mobilisation of individuals, families / groups and communities towards optimal health;

Assessment methods – Formal formative:

Teaching / tuition tests:

Students are required to write formal teaching / tuition tests in the course of the semester which contribute towards their participation mark.

Assignment:

Students are required to submit an assignment in the course of the semester and keep a portfolio of specific activities within this assignment.

Assessment methods – Summative:

Students are expected to write an examination paper of 100 marks. They have 180 minutes to complete the examination.

Assessment plan:

Formal tests: 60% of the participation mark.

The assignment: 40% of the participation mark.

Students need a final module mark of at least 50% to pass the module. The final mark will be calculated as follow:

- Participation mark: Students must have a minimum participation mark of 40% in order to qualify for examination admission.
- Examination mark: Students are required to obtain a sub-minimum of 40% for the written examination paper in order to qualify for a pass mark in the module.

Method of delivery: Full-time

Module code: WVPS321	Semester 2	NQF level: 7, Credits: 12
TITLE: ETHICS FOR THE PHARMACIST		
Module outcomes:		
On completion of this module the student should:		
<ul style="list-style-type: none">• have thorough knowledge of the theoretical approach to ethics;• have a clear understanding of ethics as a multi-disciplinary discipline;		

- be familiar with the principles of medical ethics with specific reference to the role of the pharmacist;
- be able to take a stand on the challenges of our time;
- be able to analyse practical problems and challenges and propose solutions; and
- have a thorough understanding of responsibilities toward ourselves, our colleagues, patients and the environment.

Assessment methods – Formal formative:

None

Assessment methods – Summative:

None

Assessment plan:

The final and only assessment is the preparation of a project that will be presented to the entire class group and to the assessors. The format of the presentation will be consulted and made available on eFundi. 100% participation in compulsory contact sessions is required for participation in the final assessment.

Method of delivery: Full-time