

Faculty of  
Health Sciences  
**Undergraduate**

Fakulteit  
Gesondheidswetenskappe  
**Voorgaads**

# 2025 Yearbook



**Address all correspondence to:**

The Registrar  
North-West University  
Private Bag X1290  
Potchefstroom  
2520

Tel: (018) 299-1111/2222

Fax: (018) 299-4910

Internet: <http://www.nwu.ac.za>

**PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE.**

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

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

## Table of Contents

<b>HSC.1</b>	<b>FACULTY RULES</b> .....	<b>1</b>
<b>HSC.1.1</b>	<b>AUTHORITY OF THE GENERAL RULES</b> .....	<b>1</b>
<b>HSC.1.2</b>	<b>STRUCTURE OF UNDERGRADUATE QUALIFICATIONS (A-RULE 2.1)</b> .....	<b>1</b>
<b>HSC.1.3</b>	<b>FACULTY SPECIFIC RULES</b> .....	<b>2</b>
HSC.1.3.1	Duration of study (minimum and maximum duration) (A-Rule 1.13)	2
HSC.1.3.2	Phasing in and out or amendments of programmes and curricula	2
<b>HSC.1.4</b>	<b>APPLICATION, SELECTION AND ADMISSION TO THE UNIVERSITY (A-RULE 1.5)</b> .....	<b>3</b>
HSC.1.4.1	Application and admission (A-Rule 1.5.1) .....	3
HSC.1.4.2	Technology requirements for admission to the academic programme	3
HSC.1.4.3	Undergraduate qualifications, programmes and curricula .	3
HSC.1.4.4	Honours qualifications, programmes and curricula .....	8
HSC.1.4.5	Postgraduate Diplomas .....	9
HSC.1.4.6	Capacity stipulation .....	9
<b>HSC.1.5</b>	<b>CREDIT ACCUMUATION AND TRANSFER (A-RULE 1.6)</b> .....	<b>9</b>
<b>HSC.1.6</b>	<b>LINKED AND CONCURRENT MODULES</b> .....	<b>9</b>
HSC.1.6.1	Linked modules .....	9
HSC.1.6.2	The passing of a concurrent module .....	9
<b>HSC.1.7</b>	<b>REGISTRATION (A-RULE 1.9)</b> .....	<b>10</b>
HSC.1.7.1	Annual registration (A-Rule 1.9.1) .....	10
HSC.1.7.2	Requirements for active participation by students .....	10
HSC.1.7.3	Amendment, cancellation and discontinuation of registration	10
HSC.1.7.4	Timetable .....	10
HSC.1.7.5	Relation between credits and teaching periods .....	10
HSC.1.7.6	Concurrent registration at more than one institution (A-Rule 1.9.5)	11
HSC.1.7.7	Concurrent registration for more than one qualification at the university (A-Rule 1.9.6) .....	11
<b>HSC.1.8</b>	<b>EXEMPTION FROM PRACTICAL WORK OR CLASS ATTENDANCE IN A MODULE (A-RULE 1.11)</b> .....	<b>11</b>
<b>HSC.1.9</b>	<b>ASSESSMENT</b> .....	<b>12</b>
HSC.1.9.1	Determination of the module mark (A-Rule 1.12.1).....	12
HSC.1.9.2	Requirements for admission to the examination for modules presented in the traditional assessment practice (A-Rule 1.12.2) .....	12
HSC.1.9.3	Requirements for passing a module .....	12
HSC.1.9.4	Access to and review of marked examination work (A-Rule 1.12.8)	12
<b>HSC.1.10</b>	<b>MONITORING OF ACADEMIC PERFORMANCE (A-RULE 1.14)</b> .....	<b>13</b>
<b>HSC.1.11</b>	<b>EXTENSION OF PERIOD OF STUDY (A-RULE 1.16)</b> .....	<b>14</b>
<b>HSC.1.12</b>	<b>TERMINATION OF STUDIES (A-RULE 1.17)</b> .....	<b>14</b>
<b>HSC.1.13</b>	<b>ADDITIONAL MODULES (A-RULE 2.3)</b> .....	<b>14</b>
<b>HSC.1.14</b>	<b>REGISTRATION FOR FINAL YEAR MODULES (A-RULE 2.4)</b> .....	<b>15</b>
<b>HSC.1.15</b>	<b>ASSESSMENT OF UNDERGRADUATE MODULES (A-RULE 2.6)</b> .....	<b>15</b>
<b>HSC.1.16</b>	<b>EXAMINATION OPPORTUNITIES</b> .....	<b>16</b>

HSC.1.16.1 Additional time or special requests during examinations ..	16
HSC.1.16.2 Final additional examination or assessment practice (A-Rule 1.12.7)	16
<b>HSC.1.17 ATTAINMENT OF AN UNDERGRADUATE QUALIFICATION (A-RULE 2.7) .....</b>	<b>17</b>
HSC.1.17.1 Satisfaction requirements (A-Rule 2.7.1).....	17
HSC.1.17.2 Qualification with distinction (A-Rule 2.7.2) .....	17
<b>HSC.1.18 RECOGNITION OF PRIOR LEARNING .....</b>	<b>17</b>
<b>HSC.1.19 ACADEMIC LITERACY: REFER TO THE YEARBOOK OF THE FACULTY OF HUMANITIES.....</b>	<b>17</b>
<b>HSC.1.20 POSTGRADUATE CERTIFICATE IN SENIOR AND FET TEACHING (PGCE): REFER TO THE YEARBOOK OF THE FACULTY OF EDUCATION .....</b>	<b>17</b>
<b>HSC.1.21 THE BACHELOR HONOURS DEGREE AND THE POSTGRADUATE DIPLOMA....</b>	<b>18</b>
HSC.1.21.1 Structure of the bachelor honours degree and the postgraduate diploma (A-Rule 3.1) .....	18
HSC.1.21.2 Credit accumulation and transfer (A-Rule 3.2).....	18
HSC.1.21.3 Additional modules (A-Rule 3.3).....	18
<b>HSC.1.21.3.1 Concurrent registration for an undergraduate qualification and an honours degree or postgraduate diploma (A-Rule 3.4).....</b>	<b>18</b>
<b>HSC.1.21.3.2 Assessment (A-Rule 3.5) .....</b>	<b>18</b>
<b>HSC.1.21.3.2.1 Examiners, assessors and moderators (A-Rule 3.5.1) .....</b>	<b>18</b>
<b>HSC.1.21.3.2.2 Number of assessment opportunities in the traditional assessment practice (A-Rule 3.5.2) .....</b>	<b>19</b>
<b>HSC.1.21.3.2.3 Number of assessment opportunities in the continuous assessment practice (A-Rule 3.5.3) .....</b>	<b>19</b>
HSC.1.21.4 Attainment of an honours degree or postgraduate diploma .....	19
<b>HSC.1.21.4.1 Satisfaction of requirements (A-Rule 3.6.1).....</b>	<b>19</b>
<b>HSC.1.21.4.2 Qualification with distinction (A-Rule 3.6.2) .....</b>	<b>19</b>
<b>HSC.1.22 WARNING AGAINST PLAGIARISM.....</b>	<b>20</b>
HSC.1.22.1 Academic misconduct .....	20
HSC.1.22.2 Plagiarism .....	20
HSC.1.22.3 Academic dishonesty (Copying from others during assessment opportunities such as test and examination opportunities).....	21
HSC.1.22.4 Punishment for transgressions, which is not limited to the two instances discussed above, may include one or a combination of the following: .....	21
<b>HSC.1.23 PROTECTION OF PERSONAL AND EDUCATION-RELATED INFORMATION.....</b>	<b>21</b>
<b>HSC.1.24 LANGUAGE OF INSTRUCTION .....</b>	<b>21</b>
<b>HSC.1.25 WORK-INTEGRATED LEARNING (WIL) .....</b>	<b>21</b>
<b>HSC.1.26 REGISTRATION AT STATUTORY COUNCILS.....</b>	<b>22</b>
<b>HSC.1.27 IMMUNISATION.....</b>	<b>22</b>
<b>HSC.1.28 DRIVERS LICENCE .....</b>	<b>22</b>
<b>HSC.2 LIST OF MODULES .....</b>	<b>23</b>
<b>HSC.2.1 HEALTH SCIENCES MODULES .....</b>	<b>23</b>
HSC.2.1.1 School of Human Movement Sciences.....	23
HSC.2.1.2 School of Pharmacy .....	25
HSC.2.1.3 School of Applied Health Sciences .....	26

HSC.2.1.4	School of Psychosocial Health .....	29
HSC.2.1.5	School of Nursing.....	30
HSC.2.1.6	Centre for Health Professions Education (CHPE).....	31
<b>HSC.2.2</b>	<b>SERVICE MODULES WITH PREREQUISITES .....</b>	<b>32</b>
HSC.2.2.1	Service modules: Faculty of Humanities.....	32
HSC.2.2.2	Service modules: Faculty of Economic and Management Sciences	35
HSC.2.2.3	Service modules: Faculty of Natural and Agricultural Sciences	36
HSC.2.2.4	Service module: Faculty of Law.....	37
<b>HSC.3</b>	<b>SCHOOL OF HUMAN MOVEMENT SCIENCES.....</b>	<b>38</b>
<b>HSC.3.1</b>	<b>DIPLOMA IN COACHING SCIENCE .....</b>	<b>38</b>
HSC.3.1.1	Site of delivery and delivery mode.....	38
HSC.3.1.2	Purpose of qualification .....	38
HSC.3.1.3	Qualification outcomes .....	38
HSC.3.1.4	Duration (minimum and maximum duration).....	38
HSC.3.1.5	Admission requirements for the qualification .....	38
HSC.3.1.6	Faculty specific admission requirements .....	39
HSC.3.1.7	Faculty specific rules.....	39
HSC.3.1.8	Compilation of programme: Coaching Science 8EN A02; G201P/M	40
<b>HSC.3.2</b>	<b>BACHELOR OF HEALTH SCIENCES IN BIOKINETICS.....</b>	<b>41</b>
HSC.3.2.1	Site of delivery and delivery method.....	41
HSC.3.2.2	Purpose of qualification .....	41
HSC.3.2.3	Programme outcomes.....	41
HSC.3.2.4	Duration (minimum and maximum duration).....	41
HSC.3.2.5	Admission requirements for the qualification .....	41
HSC.3.2.6	Faculty specific admission requirements .....	42
HSC.3.2.7	Faculty specific rules.....	42
HSC.3.2.8	Articulation and exit points .....	42
HSC.3.2.9	Compilation of programme: Biokinetics 8DR K01; G402P	43
<b>HSC.4</b>	<b>SCHOOL OF HUMAN MOVEMENT SCIENCES: HONOURS PROGRAMMES.....</b>	<b>44</b>
<b>HSC.4.1</b>	<b>DURATION (MINIMUM AND MAXIMUM) .....</b>	<b>44</b>
<b>HSC.4.2</b>	<b>ADMISSION REQUIREMENTS OF THE QUALIFICATION .....</b>	<b>44</b>
<b>HSC.4.3</b>	<b>OUTCOMES OF THE QUALIFICATION .....</b>	<b>44</b>
HSC.4.3.1	Programme: Kinderkinetics .....	44
HSC.4.3.1.1	Qualification and programme code: 8EJ L01; G601P .....	44
HSC.4.3.1.2	Faculty specific rules and requirements of the programme	44
HSC.4.3.1.3	Compilation of programme: Kinderkinetics 8EJ L01; G601P	45
HSC.4.3.2	Programme: Human Movement Sciences .....	45
HSC.4.3.2.1	Qualification and programme code: 8EJ L03; G601P/M...	45
HSC.4.3.2.2	Faculty specific rules and requirements of the programme	45
HSC.4.3.2.3	Compilation of programme: Human Movement Sciences 8EJ L03; G601P/M	45
HSC.4.3.3	Programme: Recreation Science.....	46

HSC.4.3.3.1Duration (minimum and maximum).....	46
HSC.4.3.3.2Admission requirements of the qualification .....	46
HSC.4.3.3.3Outcomes of the qualification .....	46
HSC.4.3.3.4Programme: Recreation Science.....	46
HSC.4.3.3.5Faculty specific rules and requirements of the programme .....	46
HSC.4.3.3.6Compilation of programme: Recreation Science 8DK L01; G602P .....	47
<b>HSC.5 BACHELOR OF HEALTH SCIENCES .....</b>	<b>48</b>
<b>HSC.5.1 SITE OF DELIVERY AND DELIVERY MODE .....</b>	<b>48</b>
<b>HSC.5.2 PURPOSE OF QUALIFICATION .....</b>	<b>48</b>
<b>HSC.5.3 QUALIFICATION OUTCOMES.....</b>	<b>48</b>
<b>HSC.5.4 DURATION (MINIMUM AND MAXIMUM DURATION) .....</b>	<b>49</b>
<b>HSC.5.5 ADMISSION REQUIREMENTS FOR THE QUALIFICATION .....</b>	<b>49</b>
<b>HSC.5.6 FACULTY-SPECIFIC ADMISSION REQUIREMENTS .....</b>	<b>49</b>
<b>HSC.5.7 FACULTY-SPECIFIC RULES .....</b>	<b>49</b>
HSC.5.7.1 Choice between sport modules .....	49
<b>HSC.5.8 SCHOOL OF HUMAN MOVEMENT SCIENCES .....</b>	<b>50</b>
HSC.5.8.1 Bachelor of Health Sciences with Sport Coaching and Human Movement Sciences .....	50
HSC.5.8.1.1Programme outcomes.....	50
HSC.5.8.1.2Compilation of programme: Sport Coaching and Human Movement Sciences 8DJ H03; G301P/M .....	51
HSC.5.8.2 Bachelor of Health Sciences with Recreation Science and Psychology .....	52
HSC.5.8.2.1Programme outcomes.....	52
HSC.5.8.2.2Compilation of programme: Recreation Science and Psychology 8DJ H05; G301P .....	52
HSC.5.8.3 Bachelor of Health Sciences with Recreation Science and Tourism Management .....	53
HSC.5.8.3.1Programme outcomes.....	53
HSC.5.8.3.2Compilation of programme: Recreation Science and Tourism Management 8DJ H06; G301P .....	53
HSC.5.8.4 Bachelor of Health Sciences with Sport and Recreation Administration .....	53
HSC.5.8.4.1Programme outcomes.....	53
HSC.5.8.4.2Compilation of programme: Sport and Recreation Administration 8DJ H07; G301P .....	54
<b>HSC.5.9 SCHOOL OF APPLIED HEALTH SCIENCES: SUBJECT GROUP PHYSIOLOGY...55</b>	<b>55</b>
HSC.5.9.1 Bachelor of Health Sciences with Physiology and Biochemistry .....	55
HSC.5.9.1.1Programme outcomes.....	55
HSC.5.9.1.2Compilation of programme: Physiology and Biochemistry 8DJ H01; G301P .....	56
HSC.5.9.2 Bachelor of Health Sciences with Physiology and Psychology .....	56
HSC.5.9.2.1Programme outcomes.....	56
HSC.5.9.2.2Compilation of programme: Physiology and Psychology 8DJ H02; G301P .....	57
<b>HSC.5.10 SCHOOL OF APPLIED HEALTH SCIENCES: HONOURS PROGRAMME.....58</b>	<b>58</b>
HSC.5.10.1 Bachelor of Health Sciences Honours in Physiology .....	58
HSC.5.10.2 Duration (minimum and maximum).....	58
HSC.5.10.3 Admission requirements of the qualification .....	58
HSC.5.10.4 Outcomes of the qualification .....	58

HSC.5.10.5 Programme: Physiology .....	58
HSC.5.10.6 Faculty specific rules and requirements of the programme	58
HSC.5.10.7 Compilation of programme: Physiology 8EA L01; G602P.	59
<b>HSC.6 BACHELOR OF PHARMACY .....</b>	<b>60</b>
<b>HSC.6.1 SITE OF DELIVERY AND DELIVERY MODE .....</b>	<b>60</b>
<b>HSC.6.2 PURPOSE OF QUALIFICATION .....</b>	<b>60</b>
<b>HSC.6.3 CURRICULUM OUTCOMES .....</b>	<b>60</b>
<b>HSC.6.4 DURATION (MINIMUM AND MAXIMUM DURATION) .....</b>	<b>60</b>
<b>HSC.6.5 ADMISSION REQUIREMENTS FOR THE QUALIFICATION .....</b>	<b>61</b>
HSC.6.5.1 General admission requirements stipulated in A-Rule 1.5 together with the applicable terms in faculty rules prevail. For students who obtained a suitable matriculation certificate in 2009 and afterwards.....	61
<b>HSC.6.6 FACULTY-SPECIFIC ADMISSION REQUIREMENTS .....</b>	<b>61</b>
<b>HSC.6.7 FACULTY-SPECIFIC RULES .....</b>	<b>62</b>
<b>HSC.6.8 ARTICULATION AND EXIT POINTS .....</b>	<b>62</b>
HSC.6.8.1 Compilation of programme: Pharmacy 8EK K01; G401P .	63
<b>HSC.6.9 POSTGRADUATE DIPLOMA IN COSMETIC PRODUCT FORMULATION .....</b>	<b>63</b>
HSC.6.9.1 Duration of study .....	63
HSC.6.9.2 Faculty specific rules and requirements of the programme	63
HSC.6.9.3 Programme: Cosmetic product formulation .....	64
HSC.6.9.3.1Curriculum G501P: Postgraduate Diploma in Cosmetic Product Formulation	64
HSC.6.9.3.2Curriculum outcomes .....	64
HSC.6.9.3.3Compilation of programme: Postgraduate Diploma in Cosmetic Product Formulation 8DQ D01; G501P .....	65
<b>HSC.7 SCHOOL OF APPLIED HEALTH SCIENCES: SUBJECT GROUP CONSUMER SCIENCES .....</b>	<b>66</b>
HSC.7.1.1 Bachelor of Consumer Studies.....	66
HSC.7.1.2 Site of delivery and delivery mode.....	66
HSC.7.1.3 Purpose of qualification .....	66
HSC.7.1.4 Curriculum outcomes .....	66
HSC.7.1.5 Duration (minimum and maximum duration).....	66
HSC.7.1.6 Admission requirements for the qualification .....	66
HSC.7.1.7 Faculty-specific admission requirements .....	67
HSC.7.1.8 Faculty-specific rules.....	67
HSC.7.1.9 Compilation of programme: Consumer Studies 8EF H01; G301P	67
<b>HSC.7.2 BACHELOR OF CONSUMER SCIENCES IN FOOD PRODUCT MANAGEMENT ...</b>	<b>67</b>
HSC.7.2.1 Site of delivery and delivery mode.....	67
HSC.7.2.2 Purpose of qualification .....	67
HSC.7.2.3 Curriculum outcomes .....	68
HSC.7.2.4 Duration (minimum and maximum duration).....	68
HSC.7.2.5 Admission requirements for the qualification .....	68
HSC.7.2.6 Faculty-specific admission requirements .....	69

HSC.7.2.7	Faculty-specific rules.....	69
HSC.7.2.8	Articulation and exit points .....	69
HSC.7.2.9	Compilation of programme: Consumer Sciences in Food Product Management with Food Supply 8DS K01; G401P .....	69
HSC.7.2.10	Compilation of programme: Consumer Sciences in Food Product Management with Food Communication 8DS K02; G401P .....	70
<b>HSC.7.3</b>	<b>BACHELOR OF CONSUMER SCIENCES IN FASHION RETAIL MANAGEMENT ...</b>	<b>70</b>
HSC.7.3.1	Site of delivery and delivery mode.....	70
HSC.7.3.2	Purpose of qualification .....	70
HSC.7.3.3	Curriculum outcomes .....	71
HSC.7.3.4	Duration (minimum and maximum duration).....	71
HSC.7.3.5	Admission requirements for the qualification .....	71
HSC.7.3.6	Faculty-specific admission requirements .....	71
HSC.7.3.7	Faculty-specific rules.....	72
HSC.7.3.8	Articulation and exit points .....	72
HSC.7.3.9	Compilation of programme: Consumer Sciences in Fashion Retail Management with Fashion Supply 8DT K01; G401P.....	72
HSC.7.3.10	Compilation of programme: Consumer Sciences in Fashion Retail Management with Fashion Communication 8DT K02; G401P.....	73
<b>HSC.8</b>	<b>SCHOOL OF APPLIED HEALTH SCIENCES: SUBJECT GROUP DIETETICS .....</b>	<b>74</b>
<b>HSC.8.1</b>	<b>BACHELOR OF SCIENCE IN DIETETICS .....</b>	<b>74</b>
<b>HSC.8.2</b>	<b>SITE OF DELIVERY AND DELIVERY MODE .....</b>	<b>74</b>
<b>HSC.8.3</b>	<b>PURPOSE OF QUALIFICATION .....</b>	<b>74</b>
<b>HSC.8.4</b>	<b>PROGRAMME OUTCOMES.....</b>	<b>74</b>
<b>HSC.8.5</b>	<b>DURATION (MINIMUM AND MAXIMUM DURATION) .....</b>	<b>74</b>
<b>HSC.8.6</b>	<b>ADMISSION REQUIREMENTS FOR THE QUALIFICATION .....</b>	<b>74</b>
<b>HSC.8.7</b>	<b>FACULTY-SPECIFIC ADMISSION REQUIREMENTS .....</b>	<b>75</b>
<b>HSC.8.8</b>	<b>FACULTY-SPECIFIC RULES .....</b>	<b>75</b>
<b>HSC.8.9</b>	<b>ARTICULATION AND EXIT POINTS .....</b>	<b>75</b>
<b>HSC.8.10</b>	<b>COMPILATION OF PROGRAMME: DIETETICS 8EL K01; G401P .....</b>	<b>76</b>
<b>HSC.9</b>	<b>SCHOOL OF APPLIED HEALTH SCIENCES: HONOURS PROGRAMME....</b>	<b>77</b>
<b>HSC.9.1</b>	<b>BACHELOR OF SCIENCE HONOURS IN NUTRITION .....</b>	<b>77</b>
<b>HSC.9.2</b>	<b>DURATION (MINIMUM AND MAXIMUM) .....</b>	<b>77</b>
<b>HSC.9.3</b>	<b>ADMISSION REQUIREMENTS OF THE QUALIFICATION .....</b>	<b>77</b>
<b>HSC.9.4</b>	<b>OUTCOMES OF THE QUALIFICATION .....</b>	<b>77</b>
<b>HSC.9.5</b>	<b>PROGRAMME: NUTRITION.....</b>	<b>77</b>
<b>HSC.9.6</b>	<b>FACULTY SPECIFIC RULES AND REQUIREMENTS OF THE PROGRAMME .....</b>	<b>77</b>
<b>HSC.9.7</b>	<b>CURRICULUM: NUTRITION .....</b>	<b>78</b>
HSC.9.7.1	Compilation of programme: Nutrition 8DN L01; G601P ....	78
<b>HSC.10</b>	<b>SCHOOL OF APPLIED HEALTH SCIENCES: SUBJECT GROUP OCCUPATIONAL HYGIENE.....</b>	<b>79</b>

<b>HSC.10.1</b>	<b>BACHELOR OF HEALTH SCIENCES IN OCCUPATIONAL HYGIENE.....</b>	<b>79</b>
<b>HSC.10.2</b>	<b>SITE OF DELIVERY AND DELIVERY MODE .....</b>	<b>79</b>
<b>HSC.10.3</b>	<b>PURPOSE OF QUALIFICATION .....</b>	<b>79</b>
<b>HSC.10.4</b>	<b>PROGRAMME OUTCOMES.....</b>	<b>79</b>
<b>HSC.10.5</b>	<b>DURATION (MINIMUM AND MAXIMUM DURATION) .....</b>	<b>79</b>
<b>HSC.10.6</b>	<b>ADMISSION REQUIREMENTS FOR THE QUALIFICATION .....</b>	<b>79</b>
<b>HSC.10.7</b>	<b>FACULTY-SPECIFIC ADMISSION REQUIREMENTS .....</b>	<b>80</b>
<b>HSC.10.8</b>	<b>FACULTY-SPECIFIC RULES .....</b>	<b>80</b>
<b>HSC.10.9</b>	<b>ARTICULATION AND EXIT POINTS .....</b>	<b>80</b>
<b>HSC.10.10</b>	<b>COMPILATION OF PROGRAMME: OCCUPATIONAL HYGIENE 8EB K01; G401P.....</b>	<b>81</b>
<b>HSC.11</b>	<b>SCHOOL OF PSYCHOSOCIAL HEALTH: SUBJECT GROUP PSYCHOLOGY .....</b>	<b>82</b>
<b>HSC.11.1</b>	<b>BACHELOR OF ARTS .....</b>	<b>82</b>
<b>HSC.11.2</b>	<b>SITE OF DELIVERY AND DELIVERY MODE .....</b>	<b>82</b>
<b>HSC.11.3</b>	<b>PURPOSE OF QUALIFICATION .....</b>	<b>82</b>
<b>HSC.11.4</b>	<b>QUALIFICATION OUTCOMES .....</b>	<b>82</b>
<b>HSC.11.5</b>	<b>DURATION (MINIMUM AND MAXIMUM DURATION) .....</b>	<b>82</b>
<b>HSC.11.6</b>	<b>ADMISSION REQUIREMENTS FOR THE QUALIFICATION .....</b>	<b>82</b>
<b>HSC.11.7</b>	<b>FACULTY-SPECIFIC ADMISSION REQUIREMENTS .....</b>	<b>83</b>
HSC.11.7.1	Bachelor of Arts with Psychology and Geography and Environmental Management	83
HSC.11.7.1.1	Programme outcomes .....	83
HSC.11.7.1.2	Curriculum outcomes.....	83
HSC.11.7.1.3	Faculty-specific admission requirements .....	83
HSC.11.7.1.4	Faculty-specific rules .....	83
HSC.11.7.1.5	Compilation of programme: Psychology and Geography and Environmental Management 1GBH10; G301P.....	84
HSC.11.7.2	Bachelor of Arts with Psychology and Tourism Management	84
HSC.11.7.2.1	Programme outcomes .....	84
HSC.11.7.2.2	Curriculum outcomes.....	85
HSC.11.7.2.3	Faculty-specific admission requirements .....	85
HSC.11.7.2.4	Faculty-specific rules .....	85
HSC.11.7.2.5	Compilation of programme: Psychology and Tourism Management 1GB H11; G301P .....	85
HSC.11.7.3	Bachelor of Arts in Behavioural Sciences .....	86
HSC.11.7.3.1	Site of delivery and delivery mode .....	86
HSC.11.7.3.2	Purpose of qualification .....	86
HSC.11.7.3.3	Qualification outcomes .....	86
HSC.11.7.3.4	Duration (minimum and maximum duration) .....	86
HSC.11.7.3.5	Admission requirements for the qualification.....	86
HSC.11.7.3.6	Faculty-specific admission requirements .....	87
HSC.11.7.4	Bachelor of Arts in Behavioural Sciences with Psychology and Labour Relations Management.....	87

HSC.11.7.4.1	Programme outcomes .....	87
HSC.11.7.4.2	Curriculum outcomes.....	87
HSC.11.7.4.3	Faculty-specific admission requirements .....	87
HSC.11.7.4.4	Compilation of programme: Psychology and Labour Relations Management 1GR H02; G301P/V .....	88
<b>HSC.11.8</b>	<b>BACHELOR OF SOCIAL SCIENCES WITH PSYCHOLOGY.....</b>	<b>88</b>
HSC.11.8.1.1	Site of delivery and delivery mode .....	88
HSC.11.8.1.2	Purpose of qualification .....	88
HSC.11.8.1.3	Qualification outcomes .....	88
HSC.11.8.1.4	Duration (minimum and maximum duration) .....	89
HSC.11.8.1.5	Admission requirements for the qualification.....	89
HSC.11.8.1.6	Compilation of programme: Social Sciences with Psychology 1GG H38; G301M 90	
<b>HSC.12</b>	<b>SCHOOL OF PSYCHOSOCIAL HEALTH: HONOURS PROGRAMME.....</b>	<b>91</b>
<b>HSC.12.1</b>	<b>BACHELOR OF HEALTH SCIENCES HONOURS IN PSYCHOLOGY .....</b>	<b>91</b>
<b>HSC.12.2</b>	<b>DURATION (MINIMUM AND MAXIMUM) .....</b>	<b>91</b>
<b>HSC.12.3</b>	<b>ADMISSION REQUIREMENTS OF THE QUALIFICATION .....</b>	<b>91</b>
<b>HSC.12.4</b>	<b>OUTCOMES OF THE QUALIFICATION .....</b>	<b>91</b>
<b>HSC.12.5</b>	<b>PROGRAMME: PSYCHOLOGY .....</b>	<b>91</b>
HSC.12.5.1	Faculty specific rules and requirements of the programme (Selection is done in a phased approach) .....	91
<b>HSC.12.6</b>	<b>Compilation of programme: Psychology 8DL L01; G602P/M/V.....</b>	<b>92</b>
<b>HSC.12.7</b>	<b>SCHOOL OF PSYCHOSOCIAL HEALTH: SUBJECT GROUP SOCIAL WORK.....</b>	<b>92</b>
HSC.12.7.1	Bachelor of Social Work.....	92
HSC.12.7.2	Site of delivery and delivery mode.....	92
HSC.12.7.3	Purpose of qualification .....	92
HSC.12.7.4	Programme outcomes.....	93
HSC.12.7.5	Duration (minimum and maximum duration).....	94
HSC.12.7.6	Admission requirements for the qualification .....	94
HSC.12.7.7	Faculty-specific admission requirements .....	94
HSC.12.7.8	Faculty-specific rules.....	95
HSC.12.7.9	Articulation and exit points .....	95
HSC.12.7.10	Compilation of programme: Social Work 8EW K01; G401P/M/V .....	97
<b>HSC.13</b>	<b>SCHOOL OF NURSING .....</b>	<b>98</b>
<b>HSC.13.1</b>	<b>BACHELOR OF NURSING .....</b>	<b>98</b>
<b>HSC.13.2</b>	<b>SITE OF DELIVERY AND DELIVERY MODE .....</b>	<b>98</b>
<b>HSC.13.3</b>	<b>PURPOSE OF QUALIFICATION .....</b>	<b>98</b>
<b>HSC.13.4</b>	<b>PROGRAMME OUTCOMES.....</b>	<b>98</b>
<b>HSC.13.5</b>	<b>DURATION (MINIMUM AND MAXIMUM DURATION) .....</b>	<b>98</b>
<b>HSC.13.6</b>	<b>ADMISSION REQUIREMENTS FOR THE QUALIFICATION .....</b>	<b>98</b>
<b>HSC.13.7</b>	<b>FACULTY-SPECIFIC ADMISSION REQUIREMENTS .....</b>	<b>98</b>
<b>HSC.13.8</b>	<b>COMPILATION OF PROGRAMME: 8NE K01, G401P/M/V .....</b>	<b>100</b>

<b>HSC.14</b>	<b>UNDERGRADUATE QUALIFICATIONS, PROGRAMMES AND CURRICULUMS - PHASING OUT .....</b>	<b>101</b>
<b>HSC.15</b>	<b>MODULE OUTCOMES .....</b>	<b>102</b>
<b>HSC.15.1</b>	<b>SCHOOL OF HUMAN MOVEMENT SCIENCES .....</b>	<b>102</b>
<b>HSC.15.2</b>	<b>SCHOOL OF PHARMACY .....</b>	<b>154</b>
<b>HSC.15.3</b>	<b>SCHOOL OF APPLIED HEALTH SCIENCES: SUBJECT GROUP PHYSIOLOGY .....</b>	<b>179</b>
<b>HSC.15.4</b>	<b>SCHOOL OF APPLIED HEALTH SCIENCES: SUBJECT GROUP CONSUMER SCIENCES.....</b>	<b>192</b>
<b>HSC.15.5</b>	<b>SCHOOL OF APPLIED HEALTH SCIENCES: SUBJECT GROUP DIETETICS.....</b>	<b>206</b>
<b>HSC.15.6</b>	<b>SCHOOL OF APPLIED HEALTH SCIENCES: SUBJECT GROUP OCCUPATIONAL HYGIENE.....</b>	<b>221</b>
<b>HSC.15.7</b>	<b>SCHOOL OF PSYCHOSOCIAL HEALTH: SUBJECT GROUP PSYCHOLOGY .....</b>	<b>227</b>
<b>HSC.15.8</b>	<b>SCHOOL OF PSYCHOSOCIAL HEALTH: SUBJECT GROUP SOCIAL WORK ....</b>	<b>241</b>
<b>HSC.15.9</b>	<b>SCHOOL OF NURSING.....</b>	<b>258</b>
<b>HSC.15.10</b>	<b>CENTRE FOR HEALTH PROFESSIONS EDUCATION (CHPE) .....</b>	<b>291</b>

## **Office Bearers**

### **Chancellor**

Dr ATM Mokgokong

### **Vice-Chancellor and Principal**

Prof BM Tyobeka

### **Deputy Vice-Chancellor: Research and Innovation**

Prof MJ Mphahlele

### **Deputy Vice-Chancellor: Teaching and Learning**

Vacant

### **Deputy Vice-Chancellor: Information Technology and Potchefstroom Campus Operations**

Prof DM Balia

### **Deputy Vice-Chancellor: Planning and Vanderbijlpark Campus Operations**

Prof LA du Plessis

### **Deputy Vice-Chancellor: Community Engagement and Mahikeng Campus Operations**

Prof S Swanepoel

### **Executive Director Student Life**

Prof JS Chalufu

### **Registrar**

Prof MM Verhoef

## **EXECUTIVE DEANS**

### **Faculty of Economic and Management Sciences**

Prof BJ Surujilal

### **Faculty of Education**

Prof LN Conley

### **Faculty of Engineering**

Prof L van Dyk

### **Faculty of Health Sciences**

Prof AF Kotzé

### **Faculty of Humanities**

Prof D Moyo

### **Faculty of Law**

Dr LN Morei

### **Faculty of Natural and Agricultural Sciences**

Prof DM Modise

## **Faculty of Theology**

Prof H Goede

## **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 AG Herbst, BA (Social Work) (UP), MA (Social Work with specialization in play therapy) (UP); PhD (Social Work) (PU for CHE)

### **Deputy Dean: Strategy and Business Development**

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)

### **Senior Faculty Administrator**

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

Undergraduate Programme & Academic Manager: Dr E Eksteen, BCom (PU for CHE), Hons BCom (PU for CHE), MBA (NWU), PhD (NWU)

### **Programme leaders**

#### **Diploma in Coaching Science**

Mahikeng Campus: Dr JJ Oosthuizen, BA MBW (UOFS), Hon BA Sport Science (UOFS), MA (Sport Science) (NWU), PhD (Human Movement Sciences) (NWU)

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

#### **Recreation Sciences**

Ms Y Stevens BCom (PU for CHE); Hons BA (PU for CHE); MA (NWU)

### **Subject Group Leader(s)**

#### **Human Movement Sciences**

- Biokinetics: Dr T Veldsman BSc MBW (NWU), Hons BSc (Biokinetics) (NWU), MSc (Biokinetics) (NWU), PhD (NWU)
- Kinderkinetics: Prof D Coetzee BA MBW (PU for CHE), Hons BA Kinderkinetics (NWU), MA (Human Movement Sciences) (NWU), PhD (Human Movement Sciences) (NWU)
- Sport Science: Dr A Broodryk BA MBW (NWU), Hons BA Sport Science (NWU), MA (Human Movement Sciences) (NWU), PhD (Human Movement Sciences) (NWU)

## **SCHOOL OF PHARMACY**

Director: Prof JH Steenekamp, BPharm (PU for CHE), MSc (Pharmaceutics) (PU for CHE), BSc Hons (Pharmacology) (NWU), PhD (Pharmaceutics) (NWU).

### **Programme leaders**

- Pharmaceutics, undergraduate programme & academic manager (BPharm)

Prof CB Brink, BPharm (PU for CHE), MSc (Pharmacology) (PU for CHE), PhD (Pharmacology) (NWU)

- Programme for Continuing Inter-Professional Education

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

### **Subject Group Leaders**

- Pharmacology

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

- Pharmaceutics

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

- Pharmaceutical Chemistry

Prof JP Petzer, 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 CHE), MA (Latin) (UFS), PhD (Ancient Medicine) (NWU) PCDT (NWU)

## **SCHOOL OF APPLIED HEALTH SCIENCES**

Director: Prof JS Brits, BSc (PU for CHE), BSc Hons (Physiology) (PU for CHE), MSc (Physiology) (PU for CHE), PhD (Physiology) (PU for CHE), PGCE (FET) (UL)

### **Programme leaders**

#### **Dietetics**

Undergraduate: Prof RC Dolman-Macleod, BSc (Dietetics) (PU for CHE), Post Graduate Diploma in Hospital Dietetics (UP), Hons BSc (Dietetics) (NWU), MSc Nutrition (NWU), PhD Dietetics (NWU)

#### **Occupational Hygiene**

Dr S du Preez, BSc (Physiology and Nutrition) (NWU), Hons BSc (Physiology) (NWU), MSc Occupational Hygiene (NWU), PhD Occupational Hygiene (NWU)

Mr CJ van der Merwe, BSc (Physiology and Psychology) (NWU), Hons BSc (Physiology) (NWU), MSc Occupational Hygiene (NWU)

#### **Consumer Sciences**

Undergraduate: Prof A Mielmann, BSc Agric (Food Science) (UFS), MSc Agric (Food Science) (UFS), PhD Food Science (UFS)

Masters and PhD: Prof M van der Merwe, BSc Agric (Food Science) (UOFS), BSc Agric Hons (Food Science) (UOFS), MSc Agric (Food Science) (UOFS), PhD Food Science (UFS)

## **Subject Group Leader(s)**

### **Physiology**

Dr A Jacobs, BSc in Biological Sciences (NWU), BSc Honours in Biochemistry (NWU), MSc in Biochemistry (NWU), PhD in Physiology (NWU)

Dr GG Mokwatsi, BSc in Biological Sciences (NWU), Post Graduate Certificate in Education (FET Phase), BSc Honours in Physiology (NWU), MSc in Physiology (NWU), PhD in Physiology (NWU)

### **Nutrition**

Dr M Wicks, BSc Dietetics (NWU), MSc in Dietetics (NWU), PhD in Dietetics (NWU)

### **Consumer Sciences**

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

## **SCHOOL OF PSYCHOSOCIAL HEALTH**

Director (Potchefstroom Campus): (Acting) Prof E Deacon, BCom (PU for CHE), Hons BA (PU for CHE), MA (Clinical Psychology) (PU for CHE), PhD (NWU)

Deputy Director (Potchefstroom Campus): (Acting) Prof KFH Botha, BA (PU for CHE), BA Hons Psychology (PU for CHE), MA Clinical Psychology (PU for CHE), PhD (PU for CHE)

Deputy Director (Mahikeng Campus): Mr NE Mohlatole, (BSW), (UL) (MSW), (UL)

Deputy Director (Vanderbijlpark Campus): Dr CI Bekker, BA Pastoral Guidance and Psychology (NWU), BA Hons Theology (NWU), BA Hons Psychology (NWU), MA Positive Psychology (NWU), PhD Psychology (NWU)

### **Programme leaders**

#### **Psychology**

Mahikeng Campus: Ms ME 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**

Potchefstroom Campus: Prof EH Ryke, BA Social Work (RAU), MA Social Work (Mental Health) (UNISA), PhD Social Work (NWU)

## **Subject Group Leader(s)**

Potchefstroom Campus: Prof K Botha, BA Psychology (NWU), BA Hons Psychology (NWU), MA Clinical Psychology (NWU), PhD Psychology (NWU)

Potchefstroom Campus: Prof H Malan, BA (Social Work) (PU for CHE); BA Honors Psychology; MA (Industrial Psychology) (PU for CHE); PhD (Social Work) (NWU)

### **Deputy leader(s)**

#### **Psychology**

Mahikeng Campus: Prof C Hermann, BPsych (UNIZULU); MA in Clinical Psychology (UNIZUU); PHD in Psychology (UNIZULU)

Potchefstroom Campus: Prof V Koen, BA Psychology & Communication, BA Hons Psychology, MA Positive Psychology, MA Research Psychology, MA Psychology, PhD Psychology

Vanderbijlpark Campus: Dr S Theunissen, BA Psychology (NWU), BA Hons Psychology (NWU), MA Clinical Psychology (NMMU)

## **Social Work**

Mahikeng Campus: Dr FK Matlakala, BSW (UL), MSW (UL), PhD Social Work (UL)

Vanderbijlpark Campus: Dr L Pretorius, BSW (NWU), MSW (NWU), PhD Social Work (NWU)

## **SCHOOL OF NURSING**

Director (Mahikeng Campus): Prof 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 Campus): Dr KD Shopo, (BNSc NWU Mafikeng), BCur (Education and Admin) (NWU Potchefstroom), MCur (Health Science Education) (NWU Potchefstroom), PhD in Nursing Science (NWU)

Deputy Director (Mahikeng Campus): Dr RMJ Machailo, Diploma in Comprehensive Nursing and Midwifery (Excelsius Nursing College), BCur (Ed Adm.) (UJ), MCur (Psychiatric Mental Health Nursing) (UJ), PhD in Health Sciences with Nursing (NWU)

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

### **Programme leaders**

#### **Undergraduate Nursing programme**

Potchefstroom Campus: Prof 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).

Mahikeng Campus: Mr MF Mather, BSc Environmental and Biological Sciences (NWU), BCur Nursing Science (NWU), Advanced Diploma in Nursing Education with Education (NWU), MNSc Nursing Science (NWU)

#### **Post basic Nursing programme**

Potchefstroom Campus: Dr K Froneman, Diploma in Nursing Science (General, Psychiatry and Community) and Midwifery: (SAMHS) Nursing College, PGD in Health Assessment, Treatment and Care (UOF), PGD in Nursing Administration (UOF), Baccalaureus in Advanced Nursing: University of the Free State (UOF); PGD in Nursing Education (NWU); MCur (NWU)

Mahikeng Campus: Ms S Lethale, (Diploma in General Nursing and Midwifery), (Baragwanath Nursing college). Diploma in Operating Theatre Nursing Science (UNISA), Advanced Diploma in Health Service Management (UNISA), PGDip. HIV/AIDS Management (SU), MCur (NWU)

### **Nursing Clinical Education**

Potchefstroom Campus: Dr N Scheepers, BCur (UWC), MCur (UWC), PhD (Nursing) (NWU)

Mahikeng Campus: Ms BG Baakeleng, Diploma in Comprehensive Nursing and Midwifery (Excelsius Nursing College), BCur- Nursing Education and Health Service Management (PU for CHE), Advanced Midwifery and Neonatal Care (Mmabatho College of Nursing), Master Nursing (NWU)

### **Nursing**

Mahikeng Campus: Dr GP Kovane, B Cur- Nursing (UWC), Master Nursing (Stellenbosch University), Advanced Diploma in Nursing Education (Stellenbosch University), PhD in Nursing (UFH), Master of Advanced Psychiatry Nursing (UWC)

## **RESEARCH ENTITIES**

### **CEN - Centre of Excellence for Nutrition**

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

Masters and PhD: Dr Z de Lange-Loots, BSc (Nutrition and Human Movement Science) (PU for CHE), Hons BSc (Nutrition) (NWU), MSc (Nutrition) (NWU), PhD (Nutrition) (NWU)

#### **Pharmacen - Centre of Excellence for Pharmaceutical Sciences**

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

#### **HART – Centre of Excellence for Hypertension in Africa Research Team**

Director: Prof CMC Mels, BSc (Physiology and Biochemistry) (NWU), Hons BSc (Biochemistry) (NWU), MSc (Biochemistry) (NWU), PhD (Biochemistry) (NWU)

#### **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 MA Monyeki, BA (UNIN); HED (UNIN); BA Hons (UNIN); MA (UNIN); PhD (Vrije Universiteit, Amsterdam)

#### **NUMIQ - Focus area: Quality in Nursing and Midwifery**

Director: Prof W Lubbe: BSocSc (UFS), Hons BCur (Nursing) Midwifery and Neonatal Nursing Science (US), Diploma in Nursing Science Nursing Education (US), M Tech Nursing (TUT), PhD Nursing (NWU)

#### **COMPRES - Focus area: Community Psychosocial Research**

Director: Prof CHM Bloem, BSW (Social Work) (UP), BSW Hons (Industrial Sociology) (UP), MSW (Social Work) (UP), DPhil (Social Work) (UP)

#### **OHHRI – Focus 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)

Postgraduate Programme Leader (Masters and PhD in Occupational Hygiene): Dr SJL Linde, BSc (NWU), MSc (Occupational Hygiene) (NWU), PhD (Occupational Hygiene) (NWU)

#### **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)

#### **Deputy Dean Faculty of Health Sciences (for Community Engagement and Stakeholder Relations)**

#### **Research Professor: Lifestyle Diseases Research Entity**

Director: Prof U 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: Prof Anita Wessels, BPharm (PU for CHE), MSc (Pharmaceutics) (PU for CHE), PhD (Pharmaceutics) (NWU)

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

Head: Prof Anita Wessels, BPharm (PU for CHE), MSc (Pharmaceutics) (PU for CHE), PhD (Pharmaceutics) (NWU)

## **PCDDP - DSI/NWU PRECLINICAL DRUG DEVELOPMENT PLATFORM**

Director: Prof R Hayeshi, BSc Hons (Biochemistry) (UZ), PhD (Biochemistry) (UZ)

## **VIVARIUM**

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

## **CCYF - CENTRE FOR CHILD, YOUTH AND FAMILY STUDIES**

Head: Prof C van Wyk, BA (Social work) (SU), MA (Play therapy) (UP), PhD (Social Work) (SU)

## **CHPE - CENTRE FOR HEALTH PROFESSIONS EDUCATION**

Director: Prof J Pool, BA Consumer Sciences (NWU), Higher Education Diploma (NWU), Hons Baccalaureus Education (NWU), Master of Education (NWU), Doctor of Philosophy (NWU)

## **UDL - UNIT FOR DISTANCE LEARNING**

Manager: Health Sciences: Dr L Ndawule, (BA ED University of Transkei), Hons – interdisciplinary – University of Fort Hare, MA Development Studies – Nelson Mandela metropolitan University, PhD- Education University of Fort Hare, PGDipHET– University of Fort Hare

## **CENTRE FOR HEALTH & HUMAN PERFORMANCE (CHHP)**

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)

## **CHHP: 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)

## **CHHP: SPORT SCIENCE AND BIOKINETICS**

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

## **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)

## **HSC.1 FACULTY RULES**

### **HSC.1.1 AUTHORITY OF THE GENERAL RULES**

The faculty rules valid for the different qualifications, programmes and curricula of this faculty and contained in this faculty calendar are subject to the General Rules of the University, as determined from time to time by the Council of the University on recommendation by the Senate. The faculty rules should therefore be read in conjunction with the General Rules.

<https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2023/7P/A-Rules-approved-by-Council-16-Nov-2023.pdf>

### **HSC.1.2 STRUCTURE OF UNDERGRADUATE QUALIFICATIONS (A-RULE 2.1)**

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 transcriptions are applicable to the qualifications offered in the Faculty of Health Sciences.

The Diploma in Coaching Science (8EN A02; 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 7	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 8	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 programmes are indicated in the yearbook of the faculty.

Some professional Bachelor's degree programmes are designed in consultation with a professional body and recognised as a requirement for a license 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, G402P) (Total credits = 499)

Bachelor of Nursing (8NE K01, G401 P/M) (Total credits = 508)

### **HSC.1.3 FACULTY SPECIFIC RULES**

Programme specific and faculty specific requirements and rules for each programme are specified in the yearbook and approved by Senate. The requirements of the relevant statutory bodies are taken into account where applicable. These statutory bodies include (but are not limited to):

- Allied Health Professions Council of South Africa (AHPCSA)
- Health Professions Council of South Africa (HPCSA)
- South African Council for Natural Scientific Professions (SACNASP)
- South African Council for Social Service Professions (SACSSP)
- South African Nursing Council (SANC)
- The South African Pharmacy Council (SAPC)

Additional to the listed statutory bodies, some professional bodies are relevant to the academic offering of the faculty, requiring students to register with such bodies. These include, but are not limited to:

- South African Institute of Occupational Safety and Health (SAIOSH)
- South African Institute of the Interior Design Professions (SAIIDP)
- South African Professional Institute for Kinderkinetics (SAPIK)
- South African Sports Confederation and Olympic Committee (SASCOC)

#### **HSC.1.3.1 Duration of study (minimum and maximum duration) (A-Rule 1.13)**

- 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 1.13). Students who want to apply for extension of the study period (A-Rule 1.16) will adhere to the maximum duration of study as indicated in the A-Rule 1.13.
- c. Extension of the study period may take place according to the stipulations of A-Rule 1.16.
- d. For full-time contact students, subject to prescripts of statutory bodies where relevant, the maximum duration of study is as follows (A-Rule 1.13.1).

Three-year qualifications: five years

Four-year qualifications: six years

- e. The composition of the relevant curricula is set out at the relevant programmes in the yearbook and according to A-rule 2.1.4 to 2.1.6.

#### **HSC.1.3.2 Phasing in and out or amendments of programmes and curricula**

- a. The directors of all schools concerned, in consultation with the subject chairs or programme leaders, issue transitional rules where necessary in order to facilitate the transition from existing programmes to new programmes where amendments were 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 (A-RULE 1.5)**

### **HSC.1.4.1 Application and admission (A-Rule 1.5.1)**

- 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.

[https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2023/7P\\_7.1/7P-7.1\\_Admissions%20Policy\\_e2019.pdf](https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2023/7P_7.1/7P-7.1_Admissions%20Policy_e2019.pdf)

- b. Taking due cognizance of the A-Rule 1.5 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.
- d. Programme-specific additional admission requirements are provided at the relevant programmes in the yearbook (A-Rule 1.5.1.3).
- e. Information is subject to change without prior notice.
- f. The qualifications offered by the Faculty of Health Sciences are approved at the relevant structures and on the PQM of the University.

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

<b>NSC scale</b>	<b>APS score</b>
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

### **HSC.1.4.2 Technology requirements for admission to the academic programme**

A laptop, as part of the equipment a student needs to participate in learning and assessment activities of the academic programme, is compulsory.

The minimum requirements for the specifications of the laptop are available from the IT Department.

### **HSC.1.4.3 Undergraduate qualifications, programmes and curricula**

Admission to any qualification and programme within the Faculty of Health Sciences, albeit at undergraduate or post graduate level, will be subject to faculty specific requirements, which requirements may include paper or other formal selection processes.

QUALIFICATION TITLE	PROGRAMME	REQUIREMENTS	APS	CAMPUS
<b>SCHOOL OF HUMAN MOVEMENT SCIENCES</b>				
<b>Diploma in Coaching Science</b>  <b>SAQA QUALIFICATION ID: 111435</b>	Sport Coaching 8EN A02, G201P/M Duration: 2 years	<ul style="list-style-type: none"> <li>Level 4 (50-59%) for language of tuition</li> <li>Academic paper selection</li> <li>Best average mark</li> </ul>	18	Potchefstroom Mahikeng  Full-time Contact
<b>Bachelor of Health Sciences WITH Sport Coaching and Human Movement Sciences</b>  <b>SAQA QUALIFICATION ID: 112941</b>	Sport Coaching and Human Movement Sciences 8DJ H03, G301P/M Duration: 3 years	<ul style="list-style-type: none"> <li>Level 4 (50-59%) for language of tuition</li> <li>Academic paper selection</li> <li>Best average mark</li> </ul>	24	Potchefstroom Mahikeng  Full-time Contact
<b>Bachelor of Health Sciences WITH Recreation Science and Psychology</b>  <b>SAQA QUALIFICATION ID: 112941</b>	Recreation Science and Psychology 8DJ H05, G301P Duration: 3 years	<ul style="list-style-type: none"> <li>Level 4 (50-59%) for language of tuition</li> <li>Academic paper selection</li> <li>Best average mark</li> </ul>	26	Potchefstroom  Full-time Contact
<b>Bachelor of Health Sciences WITH Recreation Science and Tourism Management</b>  <b>SAQA QUALIFICATION ID: 112941</b>	Recreation Science and Tourism Management 8DJ H06, G301P Duration: 3 years	<ul style="list-style-type: none"> <li>Level 4 (50-59%) for language of tuition</li> <li>Academic paper selection</li> <li>Best average mark</li> </ul>	24	Potchefstroom  Full-time Contact
<b>Bachelor of Health Sciences WITH Sport and Recreation Administration</b>  <b>SAQA QUALIFICATION ID: 112941</b>	Sport and Recreation Administration 8DJ H07, G301P Duration: 3 years	<ul style="list-style-type: none"> <li>Level 4 (50-59%) for language of tuition</li> <li>Academic paper selection</li> <li>Best average mark</li> </ul>	24	Potchefstroom  Full-time Contact
<b>Bachelor of Health Sciences in Biokinetics</b>  <b>SAQA QUALIFICATION ID: 97936</b>	Biokinetics 8DR K01, G402P Duration: 4 years	<ul style="list-style-type: none"> <li>Mathematics level 3 (40-49%) OR Mathematical Literacy level 4 (50-59%) AND Physical Sciences OR Life Sciences level 4 (50-59%)</li> <li>Level 4 (50-59%) for language of tuition</li> <li>Applications close 31 July</li> <li><b><i>Students must be medically fit for the physical component of the course</i></b></li> </ul>	32	Potchefstroom  Full-time Contact

		<b><i>before starting studies in Biokinetics</i></b> <ul style="list-style-type: none"> <li>Academic paper selection</li> <li>Best average mark</li> </ul>		
<b>SCHOOL OF PHARMACY</b>				
<b>Bachelor of Pharmacy</b>  <b>SAQA QUALIFICATION ID: 72784</b>	Pharmacy 8EK K01, G401P Duration: 4 years	<ul style="list-style-type: none"> <li>Mathematics on level 5 (60-69%) and Physical Sciences on level 5 (60-69%)</li> <li>Level 4 (50-59%) for language of tuition</li> <li>Life Sciences is recommended</li> <li>Applications close 31 July</li> <li>Late applications will be considered on merit, depending on capacity</li> <li>Due to high volumes of applications and limited capacity the following selection process will be followed: <ul style="list-style-type: none"> <li>Academic paper selection</li> <li>Best average mark</li> </ul> </li> </ul>	32	Potchefstroom  Full-time Contact
<b>SCHOOL OF APPLIED HEALTH SCIENCES</b>				
<b>SUBJECT GROUP: PHYSIOLOGY</b>				
<b>Bachelor of Health Sciences WITH Physiology and Biochemistry</b>  <b>SAQA QUALIFICATION ID: 112941</b>	Physiology and Biochemistry 8DJ H01, G301P Duration: 3 years	<ul style="list-style-type: none"> <li>Mathematics level 5 (60-69%) and Physical Sciences level 4 (50-59%)</li> <li>Level 4 (50-59%) for language of tuition</li> <li>Life Sciences is recommended</li> <li>Academic paper selection</li> <li>Best average mark</li> </ul>	26	Potchefstroom  Full-time Contact
<b>Bachelor of Health Sciences WITH Physiology and Psychology</b>  <b>SAQA QUALIFICATION ID: 112941</b>	Physiology and Psychology 8DJ H02, G301P Duration: 3 years	<ul style="list-style-type: none"> <li>Mathematics level 3 (40-49%) and Physical Sciences level 4 (50-59%)</li> <li>Level 4 (50-59%) for language of tuition</li> <li>Life Sciences is recommended</li> <li>Academic paper selection</li> <li>Best average mark</li> </ul>	26	Potchefstroom  Full-time Contact
<b>SUBJECT GROUP: CONSUMER SCIENCES</b>				
<b>Bachelor of Consumer Studies</b>  <b>SAQA QUALIFICATION ID: 99633</b>	Consumer Studies 8EF H01, G301P Duration: 3 years	<ul style="list-style-type: none"> <li>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)</li> <li>Level 6 (70%-79%) in Mathematical Literacy will be considered</li> <li>Level 4 (50-59%) for language of tuition</li> <li>Applications close 30 September</li> </ul>	24	Potchefstroom  Full-time Contact

		<ul style="list-style-type: none"> <li>• Late applications will be considered on merit</li> <li>• Best average mark</li> </ul>		
<b>Bachelor of Consumer Sciences in Food Product Management WITH Food supply</b>  <b>SAQA QUALIFICATION ID: 99636</b>	Food Product Management <b>with food supply</b> 8DS K01 - G401P Duration: 4 years	<ul style="list-style-type: none"> <li>• Mathematics on level 4 (50-59%) is required</li> <li>• If Chemistry is chosen as an elective in the programme, Physical Sciences on level 4 (50-59%) is required</li> <li>• Level 4 (50-59%) for language of tuition</li> <li>• Applications close 30 September</li> <li>• Late applications will be considered on merit</li> <li>• Academic paper selection</li> <li>• Best average mark</li> </ul>	24	Potchefstroom  Full-time Contact
<b>Bachelor of Consumer Sciences in Food Product Management WITH Food communication</b>  <b>SAQA QUALIFICATION ID: 99636</b>	Food Product Management <b>with food communication</b> 8DS K02 - G401P Duration: 4 years	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Level 6 (70%-79%) in Mathematical Literacy will be considered</li> <li>• Level 4 (50-59%) for language of tuition</li> <li>• Applications close 30 September</li> <li>• Late applications will be considered on merit</li> <li>• Academic paper selection</li> <li>• Best average mark</li> </ul>	24	Potchefstroom  Full-time Contact
<b>Bachelor of Consumer Sciences in Fashion Retail Management WITH Fashion supply</b>  <b>SAQA QUALIFICATION ID: 101751</b>	Fashion Retail Management <b>with fashion supply</b> 8DT K01 - G401P Duration: 4 years	<ul style="list-style-type: none"> <li>• Mathematics on level 4 (50-59%) is required</li> <li>• Level 4 (50-59%) for language of tuition</li> <li>• Applications close 30 September</li> <li>• Late applications will be considered on merit</li> <li>• Academic paper selection</li> <li>• Best average mark</li> </ul>	24	Potchefstroom  Full-time Contact
<b>Bachelor of Consumer Sciences in Fashion Retail Management WITH Fashion communication</b>  <b>SAQA QUALIFICATION ID: 101751</b>	Fashion Retail Management <b>with fashion communication</b> 8DT K02 - G401P Duration: 4 years	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Level 6 (70%-79%) in Mathematical Literacy will be considered</li> <li>• Level 4 (50-59%) for language of tuition</li> </ul>	24	Potchefstroom  Full-time Contact

		<ul style="list-style-type: none"> <li>• Applications close 30 September</li> <li>• Late applications will be considered on merit</li> <li>• Academic paper selection</li> <li>• Best average mark</li> </ul>		
<b>SUBJECT GROUP: DIETETICS</b>				
<b>Bachelor of Science in Dietetics</b>  <b>SAQA QUALIFICATION ID: 72785</b>	Dietetics 8EL K01, G401P Duration: 4 years	<ul style="list-style-type: none"> <li>• Mathematics on level 5 (60-69%) and Physical Sciences on level 5 (60-69%)</li> <li>• Level 4 (50-59%) for language of tuition</li> <li>• Applications close 30 September</li> <li>• Academic paper selection</li> <li>• Best average mark</li> </ul>	30	Potchefstroom  Full-time Contact
<b>SUBJECT GROUP: OCCUPATIONAL HYGIENE</b>				
<b>Bachelor of Health Sciences in Occupational Hygiene</b>  <b>SAQA QUALIFICATION ID: 94138</b>	Occupational Hygiene 8EB K01, G401P Duration: 4 years	<ul style="list-style-type: none"> <li>• Mathematics level 5 (60-69%) and Physical Sciences on level 5 (60-69%)</li> <li>• Level 4 (50-59%) for language of tuition</li> <li>• Applications close 30 September</li> <li>• Late applications will be considered on merit</li> <li>• Academic paper selection</li> <li>• Best average mark</li> </ul>	27	Potchefstroom  Full-time Contact
<b>SCHOOL OF PSYCHOSOCIAL HEALTH</b>				
<b>SUBJECT GROUP: PSYCHOLOGY</b>				
<b>Bachelor of Arts in Behavioural Sciences WITH Psychology and Labour Relations Management</b>  <b>SAQA QUALIFICATION ID: 23375</b>	Psychology and Labour Relations Management 1GR H02, G301P/V Duration: 3 years	<ul style="list-style-type: none"> <li>• Mathematics level 3 (40-49%) or Mathematical Literacy level 5 (60-69%)</li> <li>• Level 4 (50-59%) for language of tuition</li> <li>• Academic paper selection</li> </ul>	26	Potchefstroom Vanderbijlpark  Full-time Contact
<b>Bachelor of Arts WITH Psychology and Geography and Environmental Management</b>  <b>SAQA QUALIFICATION ID: 73050</b>	Psychology and Geography and Environmental Management 1GB H10, G301P Duration: 3 years	<ul style="list-style-type: none"> <li>• Mathematics level 3 (40-49%) or Mathematical Literacy level 5 (60-69%)</li> <li>• Level 4 (50-59%) for language of tuition</li> <li>• Academic paper selection</li> </ul>	26	Potchefstroom  Full-time Contact
<b>Bachelor of Arts WITH Psychology and Tourism Management</b>	Psychology and Tourism Management 1GB H11, G301P Duration: 3 years	<ul style="list-style-type: none"> <li>• Mathematics level 3 (40-49%) or Mathematical Literacy level 5 (60-69%)</li> </ul>	26	Potchefstroom  Full-time Contact

<b>SAQA QUALIFICATION ID: 73050</b>		<ul style="list-style-type: none"> <li>Level 4 (50-59%) for language of tuition</li> <li>Academic paper selection</li> </ul>		
<b>Bachelor of Social Science WITH Psychology</b>  <b>SAQA QUALIFICATION ID: 72786</b>	Psychology 1GG H38, G301M Duration: 3 years	<ul style="list-style-type: none"> <li>Level 4 (50-59%) for language of tuition</li> <li>Academic paper selection</li> </ul>	26	Mahikeng  Full-time Contact
<b>SUBJECT GROUP: SOCIAL WORK</b>				
<b>Bachelor of Social Work</b>  <b>SAQA QUALIFICATION ID: 23994</b>	Social Work 8EW K01, G401P/M/V Duration: 4 years	<ul style="list-style-type: none"> <li>Level 4 (50-59%) for language of tuition</li> <li>Applications close 30 September</li> <li>Late applications will be considered on merit</li> <li>Best average mark</li> <li>Academic paper selection</li> </ul>	28	Potchefstroom Mahikeng Vanderbijlpark  Full-time Contact
<b>SCHOOL OF NURSING</b>				
<b>Bachelor of Nursing</b>  <b>SAQA QUALIFICATION ID: 109777</b>	Nursing 8NE K01, G401P/M/V Duration: 4 years	<ul style="list-style-type: none"> <li>Physical Sciences OR Mathematics OR Life Sciences on level 4 (50-59%)</li> <li>Level 4 (50-59%) for language of tuition</li> <li>Applications close 31 July</li> <li>Due to high volumes of applications and limited capacity the following selection process will be followed</li> <li>Participation in the "job shadowing programme" (40 hours) is recommended</li> </ul>	25	Potchefstroom Mahikeng  Vanderbijlpark (not for 2025)  Full-time Contact

#### HSC.1.4.4 Honours qualifications, programmes and curricula

QUALIFICATION TITLE	PROGRAMME	CAMPUS
Bachelor of Health Sciences Honours in Human Movement Sciences <b>WITH</b> Kinderkinetics  <b>SAQA QUALIFICATION ID: 100943</b>	8EJ L01; G601P	Potchefstroom Full-time
Bachelor of Health Sciences Honours in Human Movement Sciences  <b>SAQA QUALIFICATION ID: 100943</b>	8EJ L03; G601P/M	Potchefstroom Full-time
Bachelor of Health Sciences Honours in Recreation Science  <b>SAQA QUALIFICATION ID: 112871</b>	8DK L01; G602P	Potchefstroom Full-time
Bachelor of Science Honours in Nutrition	8DN L01; G601P	Potchefstroom Full-time
Bachelor of Health Sciences Honours in Physiology  <b>SAQA QUALIFICATION ID: 112836</b>	8EA L01; G602P	Potchefstroom Full-time Best average mark

Bachelor of Health Sciences Honours in Psychology <b>SAQA QUALIFICATION ID: 112834</b>	8DL L01; G602P/M/V	Potchefstroom Mahikeng Vanderbijlpark Full-time Best average mark
---	-----------------------	---

#### HSC.1.4.5 Postgraduate Diplomas

QUALIFICATION	PROGRAMME	CAMPUS
Postgraduate Diploma in Cosmetic Product Formulation <b>SAQA QUALIFICATION ID: 99283</b>	8DQ D01; G501P	Potchefstroom Full-time/Part-time

#### HSC.1.4.6 Capacity stipulation

Please take 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 relevant courses (A-Rules 1.5.2).

### HSC.1.5 CREDIT ACCUMUATION AND TRANSFER (A-RULE 1.6)

- Refer to A-Rules 1.6; 2.2 and 3.2.
- The rules and credit accumulation with regards to the academic language proficiency tests and modules are indicated in the yearbook.
- The procedure and form of written applications, and the conditions for credit accumulation and transfer in formal academic programmes and qualifications offered by a faculty are specified.
- All requests for credit accumulation and transfer must be motivated and recommended by the relevant academic programme leaders / subject chairs and ratified by the Faculty Board before accumulation will officially be granted.
- Applications for the accumulation of credits of modules older than 5 years can be evaluated on merit by the Executive Dean.
- Other credit accumulation and transfer of modules will where applicable be indicated at the relevant programme in the yearbook.
- Requests for credit accumulation and transfer must be motivated and recommended by involved academic managers and endorsed by the Faculty Board before accumulation will officially be granted. (e.g. other modules from other universities).
- The procedure and form of written applications, and the conditions for credit accumulation 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.2):

- The prerequisites of the modules are presented in the module list in the yearbook.
- The module outcomes as well as assessment criteria are presented at the end of the yearbook (A-Rules 1.12 and 2.6).
- Registration for year modules is done during the first semester.
- A student may register for a module only after meeting the prerequisites as set out in the module list.

#### HSC.1.6.2 The passing of a concurrent module

- The passing of modules will be specified in the programme-specific requirements as a concurrent requirement for the accumulation 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.
- Each module must be passed individually (A-Rule 1.12.3).

- c. In the column “prerequisites”, the indicated terms (assumed learning) have the meanings given below (A-Rule 1.9.1.4):
- (40MM): a module mark of at least 40% in the indicated module is required to register for the module of which it is a requirement;
  - 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 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 fails the module, the student will not continue with the fourth-year level and must repeat the whole module. The application of the student must be endorsed by the Faculty Board and noted on the student record card.
- f. Passing requirements of relevant linked modules to be endorsed by the Faculty Board.

## **HSC.1.7 REGISTRATION (A-RULE 1.9)**

### **HSC.1.7.1 Annual registration (A-Rule 1.9.1)**

Every returning student must register annually in their personal capacity, by means of 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 1.9.1.1).

### **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 1.9.3).

The registration of a student who fails to participate satisfactorily in the activities referred to in A-Rule 1.9.3.1 is subject to review in accordance with the progression requirements provided for in Rule 1.15, 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 via the student portal and within the period indicated for that purpose on the annual university calendar, to amend, cancel or discontinue registration (A-Rule 1.9.4).

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 Timetable**

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 timetable 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 1.9.1.2).

### **HSC.1.7.5 Relation between credits and teaching periods**

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 Concurrent registration at more than one institution (A-Rule 1.9.5)**

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 1.9.5.1).

A student's application for concurrent 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 concurrent registration as well as the accumulation of the module/s passed at the other institution, is indicated in the relevant faculty quality processes.

**HSC.1.7.7 Concurrent registration for more than one qualification at the university (A-Rule 1.9.6)**

In exceptional circumstances the executive dean concerned may grant a student permission in writing to register simultaneously for more than one qualification or programme at the university, subject to the limitation on credit load provided for in Rule 1.8, and provided that the admission requirements for the second qualification or programme are met.

- a. 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.
- b. No modules may have timetable clashes (A-Rule 1.9.1.2.2).
- c. 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 1.11 with regards to exemption from practical work or class attendance in a module.
- d. 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-RULE 1.11)**

- 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 1.11.1).
- 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 1.11.3.
- 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 1.11.1)
- d. The granting of exemption in terms of A-Rules 1.11.1 and 1.11.4 is subject to relevant faculty rules and is valid only for the year following the year when the student failed the module. (A-Rule 1.11.2)
- e. The decision will be captured on the student record.
- f. If exemption from the practical component of a module has been granted, the student must register for the module in the subsequent year and must make the necessary arrangement with the lecturer concerned to have the mark that was achieved for the practical component of the module transferred, either to form part of the module participation mark or of the aggregate of the continuous-assessment task list, and must comply with the relevant requirements contemplated in Rule 1.12 (A-Rule 1.11.3).
- g. If exemption from class attendance has been granted in respect of a module, the student must register for the module in the subsequent year and must comply with the relevant requirements contemplated in Rule 1.12 (A-Rule 1.11.5).

## **HSC.1.9 ASSESSMENT**

### **HSC.1.9.1 Determination of the module mark (A-Rule 1.12.1)**

- a. In the case of modules presented in the traditional assessment practice, the module mark for all coursework modules is based on a combination of a module participation mark and an examination mark in a predetermined ratio (A-Rule 1.12.1.1).
- b. In the case of continuous-assessment modules, the module mark is based on the weighted average of the assessments prescribed for the module, according to the weights allotted to the different assessment tasks (A-Rule 1.12.1.2).
- c. The ratio between theory and practical for the calculation of the participation mark is set out in the study guides of the various modules.
- d. The method of calculating the final module mark will be communicated effectively to the students and must be published on relevant platforms when the teaching of the module begins (A-Rule 1.12.1.3).

### **HSC.1.9.2 Requirements for admission to the examination for modules presented in the traditional assessment practice (A-Rule 1.12.2)**

- a. Admission to the examination in any module takes place by obtaining a participation mark (A-Rule 1.12.1.1).
- b. The requirements for a student to be admitted to the examination is to:
  - 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 1.12.2.1);
  - obtain a participation mark of at least 50% for all the modules in the fourth year in Dietetics;
  - complete the practical work required for the module (where applicable);
  - obtain a participation mark of at least 50% for practical modules in Nursing and Dietetics; and;
  - comply with the specific requirements set out in the study guide as well as the module outcomes indicated in 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 1.12.2.2 and 2.6.3.7).
- 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.

### **HSC.1.9.3 Requirements for passing a module**

- a. The stipulations of A-Rule 1.12.3 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 1.12.3.1.1).
- c. The examination sub-minimum for all practical modules in Nursing and Dietetics is 50% (A-Rule 1.12.3.1.2).
- d. The pass requirement for a module in which an examination was written, is a final module mark of 50% (A-Rule 1.12.3.1.3).

### **HSC.1.9.4 Access to and review of marked examination work (A-Rule 1.12.8)**

- a. Requests for viewing assessment scripts, files or folders pertaining to a formal sit-down examination or assessment in accordance with the traditional assessment practice must be submitted to the faculty administrator concerned via the student portal (A-Rule 1.12.8.1).
- b. A student can officially apply at the faculty administrator for access to marked examination work as well as the memoranda (A-Rule 1.12.8.1 and 1.12.8.2).
- c. An application to view a marked script, file or folder must be done as follows:

in respect to a module in a contact programme, the application must be submitted within five working days after the module examination results were published following the first examination opportunity, and within two working days following the second examination opportunity; (A-Rule 1.12.8.2.1)

in respect to a module in a distance programme, the application must be submitted within ten working days, and (A-Rule 1.12.8.2.2)

in respect of the continuous-assessment practice the application must be submitted within five days after the outcome of the assessment task was published: (A-Rule 1.12.8.2.3)

- d. Marked assessment work and the associated memoranda must be viewed and remarked, where applicable before the date set for finalising the assessment results as indicated in the annual university calendar (A-Rule 1.12.8.9).
- e. A student may request that administrative errors in the calculation of the assessment mark found during the review of marked assessment piece in accordance with Rule 1.12.8.2, be corrected or that the piece be remarked whether the assessment piece was reviewed by the student or not (A-Rule 1.12.8.3).
- f. A request for a remark of an assessment script, file, folder or task may be preceded by a discussion of the assessment by the student and the lecturer, subject leader or director concerned (A-Rule 1.12.8.6).
- g. The applicable school director provides 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 1.12.8 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 1.12.8.3).
- remarking of an assessment task at the request of a student is subject to the payment of the applicable fee (A-Rule 1.12.8.7).
- where the remarking of the assessment task leads to a change in the assessment result, the original mark is replaced by the changed mark (A-Rule 1.12.8.8).
- students may still make use of the second opportunity of examinations after access is allowed to marked examination work of the first examination.

#### **HSC.1.10 MONITORING OF ACADEMIC PERFORMANCE (A-RULE 1.14)**

- a. A student whose academic performance is unsatisfactory must be given a written warning, alerting the student to the implications of unsatisfactory academic progress for the completion of the study programme. The written warning aims at providing a basis to review the unsatisfactory academic progress of the student, and for referral for appropriate support, including academic advice, supplemental instruction and study counselling (A-Rule 1.14.2).
- 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 curriculum, 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 1.15.1;
  - 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 must monitor the academic progress of students who have received warning letters (A-Rule 1.14.3).
- d. A student who fails to comply to the progression requirements provided for in A-Rule 1.15.1 does not automatically qualify to continue study in the programme concerned (A-Rule 1.15.2).
- e. The Examination Committee review the academic records of all students to determine the students' compliance with the progression requirements (A-Rule 1.15.4).
- f. Students who did not comply to the progression requirements will be referred to Student Counselling and Development.

#### **HSC.1.11 EXTENSION OF PERIOD OF STUDY (A-RULE 1.16)**

The study period of an actively enrolled student who does not expect to complete a qualification or programme within the maximum duration allowed for the study may, on application submitted to the executive dean via the student portal before the end of the penultimate academic year, and on the recommendation of the deputy dean or academic director concerned, be extended by the executive dean.

#### **HSC.1.12 TERMINATION OF STUDIES (A-RULE 1.17)**

- a. According to A-Rule 1.17.1 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 – (A-Rule 1.17.5)
  - i. does not meet the requirements for annual registration as provided for in Rule 1.9.1.2, Rule 1.9.1.3, Rule 1.9.1.4 or Rule 1.9.1.8; (A-Rule 1.17.5.1)
  - ii. does not meet the requirements for proof of active enrolment as provided for in Rule 1.9.3.1; (A-Rule 1.17.5.2)
  - iii. has received two warnings with respect to satisfactory academic performance from the executive dean concerned as provided for in Rule 1.14.2 and/or Rule 1.14.4 and has subsequently failed to show satisfactory academic performance: (A-Rule 1.17.5.3)
  - iv. does not meet the minimum progression requirements set out in Rule 1.15; (A-Rule 1.17.5.4)
  - v. fails to submit a research proposal as contemplated in Rule 4.11.5 or Rule 5.10.5; (A-Rule 1.17.5.5).
  - vi. does not obtain an extension of time as provided for in Rule 1.16, or (A-Rule 1.17.5.6)
  - vii. fails, after having been granted an extension of time as provided for in Rule 1.16, to complete the study. (A-Rule 1.17.5.7)
- c. A student whose studies have been terminated may apply for admission to another study programme, but must, during the application, mention the termination (A-Rule 1.17.8).
- d. An undergraduate student whose studies have been terminated may not apply more than twice for readmission to the university (A-Rule 1.17.10).

#### **HSC.1.13 ADDITIONAL MODULES (A-RULE 2.3)**

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 1.8 and 2.3.

Subject to provisions in faculty rules, a student who registers for the first-year level of an undergraduate qualification or programme may apply to the executive dean concerned via the student portal to be

allowed to register for one additional module per semester, be it an elective from the same qualification or programme or a module from another qualification or programme), provided that – (A-Rule 2.3.1)

- no class or examination timetable clashes are brought about thereby, and (A-Rule 2.3.1.1)
- the maximum number of credits for which a student may register in a given academic year in terms of Rule 1.8 is not exceeded. (A-Rule 2.3.1.2)

Subject to provisions in faculty rules, a student who registers for the second, third or fourth year level of an undergraduate qualification or programme, and who has already passed all the required preceding modules of the qualification or programme concerned, may apply via the student portal to 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 from the same qualification or programme, provided that – (A-Rule 2.3.2)

- no class or examination timetable clashes are brought about thereby, and (A-Rule 2.3.2.1)
- the maximum number of credits for which a student may register in a given academic year in terms of Rule 1.8 is not exceeded. (A-Rule 2.3.2.2)

A student who failed modules that form part of the formal curriculum of a qualification or programme may not in the following year of study register for additional modules, neither from the same qualification or programme, nor from another qualification or programme before the failed modules have been passed (A-Rule 2.3.4).

#### **HSC.1.14 REGISTRATION FOR FINAL YEAR MODULES (A-RULE 2.4)**

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 has 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 1.13.

#### **HSC.1.15 ASSESSMENT OF UNDERGRADUATE MODULES (A-RULE 2.6)**

- A-Rule 2.6.1 is applicable as well as faculty rules where the requirements of Statutory Councils are stated.
- The required procedures, guidelines and provisions are indicated.
- For each module that must be moderated, directors must make the following information/documentation available to the external moderators one month before commencement of the examination:
  - 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).
  - supporting study material if necessary (for example title of prescribed textbook, CD/DVD, etc.).
  - 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).
  - full details of what is expected from the moderation process.
  - guidelines for the number of answer papers that must be sent to the moderator/s:
    - if the total answer papers be 50 or less – send all the answer sheets
    - a Minimum of 10% of all the answer papers must be moderated
- 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 2.6.1.2).
- f) Where a qualification or programme is offered in both the contact and distance modes of delivery, external moderation of its exit-level modules must be conducted at least every two years. (A-Rule 2.6.1.7.3).

#### **HSC.1.16 EXAMINATION OPPORTUNITIES**

- a. The examination opportunities and related rules take place according to A-Rules 1.12.5 and 2.6.3
- 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 2.6.3.3).

##### **HSC.1.16.1 Additional time or special requests during examinations**

A student may apply in writing to the 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 (A-Rule 1.12.6).

##### **HSC.1.16.2 Final additional examination or assessment practice (A-Rule 1.12.7)**

For modules taken in the traditional assessment practice:

A student who, having used one or both examination opportunities provided for in the rules relating to the various qualification types and levels, has passed all coursework modules but one required for the completion of a programme leading to a qualification, may qualify for a final additional assessment opportunity in the outstanding module provided that – (A-Rule 1.12.7.1.1)

the student was registered for the module in the previous semester in which it was offered during which all the other requirements for the attainment of the qualification were complied with: (A-Rule 1.12.7.1.1.1.1)

the student has achieved a forty percent (40%) participation mark in the module for admission to the examination, and (A-Rule 1.12.7.1.1.1.2)

the student sits for the final assessment for the applicable module in the following examination or assessment period scheduled in the university calendar. (A-Rule 1.12.7.1.1.1.3)

- i. the maximum mark that can be obtained for a module examined or assessed in a concession examination or assessment is fifty percent (50%). (A-Rule 1.12.7.1.3)
- ii. the participation mark is not taken into account for the award of the module mark in a concession examination or assessment. (A-Rule 1.12.7.1.4)
- iii. the student must pay the required applicable fee for the final additional assessment opportunity but is not required to re-register for the qualification or programme concerned. (A-Rule 1.12.7.1.4)

For modules taken in the continuous-assessment practice:

A student who, having completed all assessment tasks required for the completion of a qualification or programme provided for in the rules relating to the various qualification types and levels but one, and who has obtained at least 40% average for the tasks, may qualify for a final additional assessment for the applicable module in time before the scheduled assessment opportunity referred to in Rule 1.12.7.1.1; (A-Rule 1.12.7.2.1)

- iv. the maximum mark that can be obtained for a module examined or assessed in a concession examination or assessment is fifty percent (50%). (A-Rule 1.12.7.2.2)
- v. the marks obtained in respect of the assessment tasks are not taken into account for the award of the module mark in a concession examination; and (A-Rule 1.12.7.2.3)
- vi. a student whose only outstanding module for the completion of a qualification or programme is based on a statutory-body requirement may qualify for an additional assessment opportunity to

demonstrate proficiency of such requirements. The assessment must be completed under the same regulatory conditions as set in the initial assessment and must be completed by a date determined in the annual university calendar. (A-Rule 1.12.7.4)

### **HSC.1.17 ATTAINMENT OF AN UNDERGRADUATE QUALIFICATION (A-RULE 2.7)**

#### **HSC.1.17.1 Satisfaction requirements (A-Rule 2.7.1)**

Taking into account the provisions of Rule 1.3.3, Rule 1.12, Rule 1.16 and 1.18.3, an undergraduate qualification may be awarded when final verification and audit confirmation is given that a student has successfully completed all the modules prescribed in the applicable faculty yearbook for the qualification or programme concerned.

#### **HSC.1.17.2 Qualification with distinction (A-Rule 2.7.2)**

- a. A-Rule 2.7.2 as well as the sub-paragraphs state the requirements for passing a module / curriculum / qualification with distinction. To be awarded a qualification with distinction a student must achieve a weighted average of at least seventy-five percent (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. (A-Rule 2.7.2.2)
- d. A part-time student or a student enrolled in a distance programme must complete the programme within the maximum time specified in the faculty rules in order to qualify for the award of the qualification with distinction. (A-Rule 2.7.2.3)

### **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 1.5.3

### **HSC.1.19 ACADEMIC LITERACY: REFER TO THE YEARBOOK OF THE FACULTY OF HUMANITIES**

Enquiries can be referred to [ALDEA@nwu.ac.za](mailto:ALDEA@nwu.ac.za) or Building F4-108A

### **HSC.1.20 POSTGRADUATE CERTIFICATE IN SENIOR AND FET TEACHING (PGCE): REFER TO THE YEARBOOK OF THE FACULTY OF EDUCATION**

Enquiries can be referred to [beula.debeer@nwu.ac.za](mailto:beula.debeer@nwu.ac.za)

## **HSC.1.21 THE BACHELOR HONOURS DEGREE AND THE POSTGRADUATE DIPLOMA**

### **HSC.1.21.1 Structure of the bachelor honours degree and the postgraduate diploma (A-Rule 3.1)**

The bachelor honours degree and the postgraduate diploma each consists of a number of modules with a minimum total credit value of 120 at NQF level 8, structured according to the provisions of A-Rule 1.2, and subject to programme-specific requirements. (A-Rule 3.1.1)

Whereas the programme of a bachelor honours degree must include conducting and reporting research under supervision worth at least 30 credits, a postgraduate diploma does not have a formal research requirement, subject to faculty rules. (A-Rule 3.1.2)

### **HSC.1.21.2 Credit accumulation and transfer (A-Rule 3.2)**

- a. In the case of bachelor honours degrees, credit accumulation and transfer does not apply to the research component of a programme. (A-Rule 3.2.1)
- b. Credit accumulation and transfer must be based on modules or coursework components completed on an equivalent NQF level as the bachelor honours degree or the postgraduate diploma. (A-Rule 3.2.2)
- c. A student may apply in writing to the executive dean for accumulation of completed equivalent coursework modules required for the programme for which the student wishes to register.
- d. If an application contemplated in A-Rule 3.2.3 is based on credits achieved in a programme offered by the university that the applicant has not completed, the executive dean concerned within the framework of the Senate-approved Rules on Teaching-Learning and Assessment, grant any or all credits as applied for to satisfy part of the requirements of the programme concerned. (A-Rule 3.2.4)
- e. If an application contemplated in A-Rule 3.2.3 is not based on credits achieved in a qualification or programme offered by the university that the prospective student has not completed, the recognition of credits is subject to the condition that the student completes fifty percent (50%) of the coursework modules of the qualification or programme at the university. (A-Rule 3.2.5)

### **HSC.1.21.3 Additional modules (A-Rule 3.3)**

Subject to the applicable faculty guidelines, a student who registers for a bachelor honours degree or a postgraduate diploma may apply to the executive dean via the student portal to be allowed to register for additional modules from the same qualification or programme or from another qualification or programme provided that –

- no timetable clashes are brought about thereby, and (A-Rule 3.3.1)
- the maximum number of credits for which a student may register in a given academic year as provided for in A-Rule 1.8 is not exceeded. (A-Rule 3.3.2)

### **HSC.1.21.3.1 Concurrent registration for an undergraduate qualification and an honours degree or postgraduate diploma (A-Rule 3.4)**

Taking into consideration the provisions of A-Rule 1.9.6 and A-Rule 2.5, a student who received permission for concurrent registration for an undergraduate degree and an honours degree or postgraduate diploma may not be awarded the honours degree or postgraduate diploma before all the requirements for the attainment of the relevant undergraduate qualification have been met.

### **HSC.1.21.3.2 Assessment (A-Rule 3.5)**

#### **HSC.1.21.3.2.1 Examiners, assessors and moderators (A-Rule 3.5.1)**

- a. For every module in an honours degree or postgraduate diploma there must be at least one internal examiner or assessor and at least one internal moderator. (A-Rule 3.5.1.1)
- b. Every module is moderated externally at least every year by a person with the required qualifications, which should be at least at NQF level 9, provided that such a person may not be a staff member or otherwise connected to the university by way of an extraordinary appointment. (A-Rule 3.5.1.2)
- c. Programme-specific assessment criteria, will indicate whether only examination results in a programme must be subjected to external moderation or if other summative assessment components will also be moderated externally.

- d. If required by statutory councils, professional bodies or faculty rules, external moderation may occur more regularly.
- e. External moderators are appointed by the academic director concerned, subject to approval by the faculty board.
- f. An external moderator is required to mark at least ten percent (10%) of the examination scripts for each paper written and to do random checks of at least twenty percent (20%) of examination scripts for each paper. (A-Rule 3.5.1.7.1)
- g. Where less than fifty (50) students submitted examination scripts, folders or files indicated in Rule 3.5.1.2, (10) at least ten scripts must be marked by the external moderator, and, in cases where less than ten (10) students submitted examination scripts, folders or files, all the examination scripts must be marked by the external moderator. (A-Rule 3.5.1.7.2)
- h. An external moderator is required to comment on the validity of the assessment instruments, the quality of student performance and the standard of student attainment, the reliability of the marking process, and any concerns or irregularities regarding compliance with institutional and, where applicable, professional regulations. (A-Rule 3.5.1.7.1)
- i. The supervisor of a bachelor honours research component of the qualification or programme may not be appointed as an internal examiner of such component. (A-Rule 3.5.1.6)

#### **HSC.1.21.3.2.2 Number of assessment opportunities in the traditional assessment practice (A-Rule 3.5.2)**

The executive dean concerned may grant a student who failed modules of an honours degree or a postgraduate diploma programme a second examination opportunity, provided that a participation or module mark of at least forty percent (40%), whichever is applicable in accordance with either A-Rule 1.12.2.1 or A-Rule 1.12.2.3, was obtained in the relevant module. (A-Rule 3.5.2.1)

The executive dean concerned may grant a student who, in the course of the maximum period allowed for the study, second examination opportunities for reasons different from that contemplated in A-Rule 3.5.2.1 (A-Rule 3.5.2.2)

#### **HSC.1.21.3.2.3 Number of assessment opportunities in the continuous assessment practice (A-Rule 3.5.3)**

A student must submit at least eighty percent (80%) of the prescribed continuous assessment tasks to obtain a module mark. (A-Rule 3.5.3.1)

For each prescribed assessment task, the lecturer involved may, after providing feedback, allow a student a single opportunity to make a resubmission of the relevant task to demonstrate improved performance, in which case the marks obtained in the second submission are the final mark. (A-Rule 3.5.3.2)

#### **HSC.1.21.4 Attainment of an honours degree or postgraduate diploma**

##### **HSC.1.21.4.1 Satisfaction of requirements (A-Rule 3.6.1)**

Taking into account Academic rule 1.3.3, 1.12, 1.16 and 1.18.3, a bachelor honours degree or postgraduate diploma may be awarded when final verification and audit confirmation is given that a student has successfully completed all the modules prescribed in the applicable faculty yearbook for the qualification or programme concerned.

##### **HSC.1.21.4.2 Qualification with distinction (A-Rule 3.6.2)**

- a. In order to be awarded a bachelor honours degree or postgraduate diploma with distinction, a student must achieve a weighted average of at least seventy-five percent (75%) for all the core modules identified as such in the curriculum map concerned. (A-Rule 3.6.2.1)
- b. A full-time student enrolled in a contact qualification or programme must complete the qualification or programme within the minimum time specified in the faculty yearbook in order to qualify for the award of the qualification with distinction, except if failure to comply with the minimum time requirements is due to the interruption of the study on medical grounds, in which case the executive dean may approve the award of the degree with distinction. (A-Rule 3.6.2.2)
- c. A part-time student or a student enrolled in a distance qualification or programme must complete the qualification or programme within the maximum time specified in A-Rule 1.13.2 to qualify for the award of the qualification with distinction. (A-Rule 3.6.2.3)

- d. The marks obtained in core modules completed at other institutions recognised by the university for the purpose must be taken into account when calculating the weighted average mark referred to in A-Rule 3.6.2.1. (A-Rule 3.6.2.4)

## **HSC.1.22 WARNING AGAINST PLAGIARISM**

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details, see:

[https://www.nwu.ac.za/gov\\_man/policy/index.html](https://www.nwu.ac.za/gov_man/policy/index.html)

### **HSC.1.22.1 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.1.22.2 Plagiarism<sup>1</sup>**

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 are 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.

---

<sup>1</sup> 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.1.22.3 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.1.22.4 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.1.23 PROTECTION OF PERSONAL AND EDUCATION-RELATED INFORMATION**

A-Rule 1.10 stipulates 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.1.24 LANGUAGE OF INSTRUCTION**

Refer to the language policy: [https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2022/LanguagePolicy/2P\\_2.5\\_2022\\_e1.pdf](https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2022/LanguagePolicy/2P_2.5_2022_e1.pdf)

### **HSC.1.25 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.1.26 REGISTRATION AT STATUTORY COUNCILS**

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

**HSC.1.27 IMMUNISATION**

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

**HSC.1.28 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 continuing with the modules in year level 4 once all preceding modules have been passed in the previous year level(s).

### HSC.2.1 HEALTH SCIENCES MODULES

#### HSC.2.1.1 School of Human Movement Sciences

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	-
HMDC213	INTRODUCTION TO GYMNASIUM WORK	8	-
HMDC221	GAME NOTATIONAL ANALYSES AND PREPARATION	16	-
HMPR111 <sup>(ONLY PC)</sup>	GAME SKILLS DEVELOPMENT IN RUGBY	12	-
HMPR122 <sup>(ONLY PC)</sup>	GAME SKILLS APPLICATION IN RUGBY	12	-
HMPR212 <sup>(ONLY PC)</sup>	COACHING SCIENCE PRACTICE IN RUGBY 1	8	-
HMPR222 <sup>(ONLY PC)</sup>	COACHING SCIENCE PRACTICE IN RUGBY 2	16	-
HMPS111	GAME SKILLS DEVELOPMENT IN SOCCER	12	-
HMPS121	GAME SKILLS APPLICATION IN SOCCER	12	-
HMPS211	COACHING SCIENCE PRACTICE IN SOCCER 1	8	-
HMPS221	COACHING SCIENCE PRACTICE IN SOCCER 2	16	-
HMSA111	FUNCTIONAL ANATOMY	12	-
HMSA121	APPLIED ANATOMY	12	HMSA111
HMSB111	APPLIED BIOKINETICS I	12	-
HMSB112	PERCEPTUAL MOTOR LEARNING AND CONTROL	12	-
HMSB113	INTRODUCTION TO BIOKINETICS	12	-
HMSB121	APPLIED BIOKINETICS II	12	HMSB111
HMSB211	APPLIED BIOKINETICS III	12	HMSB121 HMSE121
HMSB221	APPLIED BIOKINETICS IV	12	HMSB211 HMSE212
HMSB311	APPLIED BIOKINETICS V	16	All modules passed in year 1&2
HMSB321	APPLIED BIOKINETICS	24	HMSO311 HMSE311
HMSB322	APPLIED BIOKINETICS VI	24	HMSB311
HMSB411	APPLIED BIOKINETICS VII	45	All modules passed in year 1,2 and 3
HMSB474	PROFESSIONAL DEVELOPMENT	16	All modules passed in year 1,2 and 3
HMSB475	INTEGRATED BIOKINETICS THEORY	30	All modules passed in year 1,2 and 3
HMSC111	HEALTH PROMOTION AND WELLNESS	12	-
HMSC112	MOTOR LEARNING AND CONTROL	12	-
HMSC114	SPORTS VISION, DEVELOPMENT AND TALENT IDENTIFICATION	12	HMSC112 60%
HMSC121	GENERIC COACHING SCIENCE	12	-
HMSC122	SPORT PSYCHOLOGY	12	-
HMSC211	SPORT INJURIES	16	HMDC121

Module code	Descriptive name	Credits	Prerequisites
HMSC213	KINANTHROPOMETRY	8	HMSA111/HMDC121
HMSC214	SPORTS MANAGEMENT AND ORGANISATION	12	-
HMSC221	INTRODUCTION TO BIOMECHANICS	8	HMSA111
HMSC222	SPORT AND EXERCISE SCIENCE PRACTICE	16	HMSA111/HMDC121
HMSC312	SPORT DEVELOPMENT, COMMERCIALISATION AND SPORT LAW	16	-
HMSC314	HEALTH CARE MANAGEMENT AND ETHICS	12	-
HMSC323	APPLIED BIOMECHANICS	8	HMSC221
HMSC324	RESEARCH METHODOLOGY	16	-
HMSC325	MANAGEMENT IN SCHOOL SPORT	16	-
HMSC326	SPORT MECHANICS	8	-
HMSC329	CLINICAL EXERCISE PHYSIOLOGY	12	HMSE311
HMSC681	APPLIED RESEARCH METHODOLOGY AND RESEARCH REPORT	32	-
HMSC682	ADVANCED MOTOR LEARNING AND CONTROL	16	-
HMSC683	APPLIED EXERCISE PHYSIOLOGY	32	-
HMSC684	APPLIED SPORT MECHANICS	16	-
HMSC685	SPORT AND COACHING SCIENCE	32	-
HMSC686	APPLIED SPORT PSYCHOLOGY	16	-
HMSE121	EXERCISE PHYSIOLOGY 1	12	-
HMSE212	EXERCISE PHYSIOLOGY 2	12	HMSE121
HMSE222	EXERCISE PHYSIOLOGY 3	12	HMSE212
HMSE311	EXERCISE PHYSIOLOGY 4	16	HMSE222
HMSO222	ORTHOPAEDICS 1	12	HMSA121
HMSO311	ORTHOPAEDICS 2	16	HMSO222
HMSP211	SPORT AND EXERCISE PSYCHOLOGY 2	16	-
HMXA211	COACHING SCIENCE IN ATHLETICS	8	-
HMXG221 <sup>(ONLY PC)</sup>	COACHING SCIENCE IN GYMNASTICS	8	-
HMXH221	COACHING SCIENCE IN HOCKEY	8	-
HMXK221 <sup>(ONLY PC)</sup>	COACHING SCIENCE IN CRICKET	8	-
HMXN211 <sup>(ONLY PC)</sup>	COACHING SCIENCE IN NETBALL	8	-
HMXR221	COACHING SCIENCE IN RUGBY	8	-
HMXS211 <sup>(ONLY PC)</sup>	COACHING SCIENCE IN SWIMMING	8	-
HMXT211	COACHING SCIENCE IN TENNIS	8	-
MBWK682	KINDERKINETICS THEORY	32	-
MBWK683	APPLIED KINDERKINETICS PRACTICAL	24	-
MBWK684	PROFESSIONAL INTERNSHIP	24	-
MBWK685	APPLIED EXERCISE PHYSIOLOGY	16	-
MBWK686	CHILD WELFARE AND HEALTH PROMOTION	16	-
<b>Recreation sciences</b>			
HMSC322	THERAPEUTIC RECREATION	16	-
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	RECREATION FACILITIES MANAGEMENT	16	-
RKKX316	LEISURE EDUCATION	16	-

Module code	Descriptive name	Credits	Prerequisites
RKKX317	RECREATION MANAGEMENT AND ADMINISTRATION	16	-
RKKX328	RECREATION SERVICE DELIVERY	8	-
RKKX677	THERAPEUTIC RECREATION	24	-
RKKX681	APPLIED RECREATION MANAGEMENT	24	-
RKKX682	RECREATION PROGRAMMING	24	-
RKKX683	OUTDOOR LEADERSHIP	32	-

#### HSC.2.1.2 School of Pharmacy

Module code	Descriptive name	Credits	Prerequisites
FBCG211	PHARMACEUTICAL BIOCHEMISTRY	8	FLPX113 FLPX123
FCAG122	PHARMACEUTICAL CALCULATIONS	12	
FCHG222	PHARMACEUTICAL CHEMISTRY I B	12	NCHE111 NCHE121 FCAG122(40) NCHE213(40) FBCG211(40)
FCHG312	PHARMACEUTICAL CHEMISTRY II A	16	HSC.6.7(a)
FCHG322	PHARMACEUTICAL CHEMISTRY II B	12	FCHG312(40)
FCHG413	PHARMACEUTICAL CHEMISTRY III A	16	FBCG211 HSC. 6.7(a)
FFSG421	INTEGRATED PHARMACEUTICAL CARE	24	HSC. 6.7(b)
FKLG212	PHARMACOLOGY I A	16	FLPX113 and FLPX123
FKLG222	PHARMACOLOGY I B	16	FKLG212(40)
FKLG312	PHARMACOLOGY II A	16	HSC. 6.7(a)
FKLG322	PHARMACOLOGY II B	16	FKLG312(40)
FKLG412	PHARMACOLOGY III A	16	HSC. 6.7(a)
FMSG212	PHARMACEUTICS I A	16	FCAG122
FMSG223	PHARMACEUTICS I B	16	FMSG212(40)
FMSG312	PHARMACEUTICS II A	16	HSC. 6.7(a)
FMSG322	PHARMACEUTICS II B	16	FMSG312(40)
FMSG412	PHARMACEUTICS III A	16	HSC. 6.7(a)
FNPG421	PHARMACEUTICAL RESEARCH PROJECT	32	HSC. 6.7(b)
FPFG121	CLINICAL PHARMACY I B	12	-
FPFG211	CLINICAL PHARMACY II A	16	HSC. 6.7(a)
FPFG221	CLINICAL PHARMACY II B	8	FPFG211(40)
FPFG312	CLINICAL PHARMACY III A	16	HSC. 6.7(a)
FPFG322	CLINICAL PHARMACY III B	16	FPFG312(40)
FPFG412	CLINICAL PHARMACY IV A	16	HSC. 6.7(a)
FPKG112	PHARMACY PRACTICE I A	12	-
FPKG113	PHARMACY PRACTICE I B	12	-
FPKG211	PHARMACY PRACTICE II A	16	HSC. 6.7(a)
FPKG221	PHARMACY PRACTICE II B	8	FPKG211(40)
FPKG313	PHARMACY PRACTICE III A	16	HSC. 6.7(a)
FPKG324	PHARMACY PRACTICE III B	8	FPKG313(40)
FPKG414	PHARMACY PRACTICE IV A	16	HSC. 6.7(a)
PFCP511	COSMETIC SCIENCE, RESEARCH, DEVELOPMENT AND MANUFACTURING	40	-
PFCP512	FORMULATION OF PERSONAL CARE PRODUCTS	8	-
PFCP513	FORMULATION OF SKIN CARE PRODUCTS	16	-
PFCP521	FORMULATION OF SUN CARE PRODUCTS	16	-
PFCP522	FORMULATION OF FRAGRANCE PRODUCTS	8	-

Module code	Descriptive name	Credits	Prerequisites
PFCP523	FORMULATING HAIR CARE PRODUCTS: SHAMPOOS AND CONDITIONERS	8	-
PFCP524	FORMULATING CHEMICAL HAIR CARE PROCESSING PRODUCTS	8	-
PFCP525	FORMULATING COLOUR COSMETIC PRODUCTS	16	-
PHAN211	APPLIED PHARMACOLOGY I	8	-
PHAN221	APPLIED PHARMACOLOGY II	8	-
PHAP421	PHARMACOLOGY: DISPENSING OF MEDICINE	8	PHAN211 PHAN221
WVPS321	PROFESSIONAL ETHICS FOR THE PHARMACIST	12	-

### HSC.2.1.3 School of Applied Health Sciences

Module code	Descriptive name	Credits	Prerequisites
<b>Physiology</b>			
FLGX113	INTRODUCTION TO PHYSIOLOGY	12	-
FLGX114	INTRODUCTION PHYSIOLOGY FOR BA AND BSC CONSUMER SCIENCES	12	-
FLGX123	MEMBRANE AND MUSCLE PHYSIOLOGY	12	FLGX113
FLGX213	ENDOCRINOLOGY AND THE GASTROINTESTINAL SYSTEM	16	FLGX113
FLGX223	PHYSIOLOGICAL DEFENCE MECHANISMS	8	FLGX113 FLGX123
FLGX224	METABOLISM	8	FLGX113 FLGX213
FLGX312	EXCRETION	8	FLGX113
FLGX313	RESPIRATION	8	FLGX113
FLGX317	CARDIOVASCULAR PHYSIOLOGY	8	FLGX113
FLGX325	NEUROPHYSIOLOGY	16	FLGX113
FLGX327	DERMAL PHYSIOLOGY	8	FLGX113
FLGX328	REPRODUCTION PHYSIOLOGY	8	FLGX113
FLGX329	CARDIOVASCULAR PHYSIOLOGY APPLICATIONS	8	FLGX113
FLPV214	HUMAN PHYSIOLOGY I	12	-
FLPV223	HUMAN PHYSIOLOGY II	12	-
FLPX113	PHYSIOLOGY FOR PHARMACY IA	12	-
FLPX123	PHYSIOLOGY FOR PHARMACY IB	12	-
PHYS615	CELLULAR SIGNALLING OF THE CARDIOVASCULAR SYSTEM	16	-
PHYS616	DETERMINANTS OF BLOOD PRESSURE AND HYPERTENSION	16	-
PHYS625	END ORGAN DAMAGE	16	-
PHYS626	CARDIOVASCULAR PATHOLOGY AND TREATMENT	16	-
PHYS672	RESEARCH REPORT	32	-
PHYS673	RESEARCH METHODOLOGY	24	-
<b>Consumer Sciences</b>			
CSCB211	CONSUMERISM AND INTRODUCTION TO CONSUMER DECISION-MAKING	12	-
CSCB321	CONSUMER DECISION-MAKING: INTERNAL FACTORS	16	CSCB211
CSCB471	CONSUMER DECISION MAKING: EXTERNAL FACTORS	16	CSCB321

Module code	Descriptive name	Credits	Prerequisites
CSCP272	CONSUMER PRACTICE (1)	4	-
CSCP372	CONSUMER PRACTICE (2)	4	CSCP272
CSCP472	CONSUMER PRACTICE (3)	8	CSCP372
CSCR471	CONSUMER RESEARCH METHODOLOGY	16	-
CSCT471	CONSUMER EDUCATION AND TRAINING	16	-
CSFD111	FOOD COMPONENTS AND PROCESSES	12	-
CSFD121	FOOD GROUPS AND SYSTEMS: PLANT	12	CSFD111
CSFD211	FOOD GROUPS AND SYSTEMS: ANIMAL	16	CSFD111
CSFD311	FOOD QUALITY MANAGEMENT	12	CSFD111 MKBX213
CSFD312	FOOD INNOVATION AND TRENDS	12	CSFD111 CSFD121 CSFD211
CSFD321	FOOD PRODUCT DEVELOPMENT	16	CSFD111 CSFD121 CSFD211 CSFD312
CSFD323	FOOD RETAIL MANAGEMENT	12	CSFD111 BMAN213
CSFD471	PROJECT: FOOD RESEARCH AND DEVELOPMENT	48	-
CSFD472	SENSORY EVALUATION	16	CSFD111 CSFD121 CSFD211
CSMD121	THE WORLD OF FASHION	12	-
CSMD211	FASHION PRODUCT SELECTION	16	-
CSMD221	THE FASHION CONSUMER	16	CSMD121
CSMD311	FASHION MERCHANDISING	16	CSOS111 CSMD221
CSMD322	FASHION TEXTILES	16	-
CSMD471	PROJECT: FASHION RESEARCH	48	-
CSMD472	FASHION RETAIL MANAGEMENT	16	CSMD311 BMAR222 BMAN213
CSMP111	INTRODUCTION TO BASIC FASHION PRODUCT DEVELOPMENT	12	-
CSMP211	INTERMEDIATE FASHION PRODUCTION SKILLS	12	CSMP111
CSMP311	ADVANCED PRODUCTION SKILLS (1)	12	CSMP211
CSMP321	ADVANCED PRODUCTION SKILLS (2)	12	CSMP311
CSOS111	DESIGN STUDIES	8	-
<b>Dietetics</b>			
NUTB111	INTRODUCTION TO THE PROFESSIONS	12	-
NUTB112	INTRODUCTION TO NUTRITION	12	-
NUTB121	NUTRIENTS	12	NUTB112
NUTB211	NUTRITION THROUGH THE LIFE CYCLE	16	NUTB112 NUTB121
NUTC222	INTRODUCTION TO COMMUNITY NUTRITION	16	NUTB112 NUTB121 NUTB211
NUTC322	COMMUNITY NUTRITION	12	NUTB112 NUTB121 NUTB211

Module code	Descriptive name	Credits	Prerequisites
			NUTC221
<b>NUTC471</b>	COMMUNITY NUTRITION PRACTICE	32	All previous modules
<b>NUTF222</b>	MANAGEMENT AND LEADERSHIP IN FOOD AND NUTRITION	12	
<b>NUTF321</b>	FOOD SERVICE MANAGEMENT: SYSTEMS AND LARGE-SCALE PRODUCTION	16	NUTF222
<b>NUTF471</b>	FOOD SERVICE MANAGEMENT PRACTICE	32	All previous modules
<b>NUTP271</b>	NUTRITION PRACTICE II	12	NUTB111 NUTB112 NUTB121
<b>NUTP371</b>	NUTRITION PRACTICE III	16	NUTB211 NUTC221 NUTF222 NUTP271 NUTT312 to continue with semester 2
<b>NUTR321</b>	NUTRITION RESEARCH METHODOLOGY	16	NUTB121 NUTB211 NUTT312 FLGX113 FLGX123 FLGX213 BCHF215/BCHN213 BCHG221
<b>NUTR471</b>	NUTRITION RESEARCH	32	All previous modules
<b>NUTT312</b>	MEDICAL NUTRITION THERAPY	16	ANAV121 NUTB112 NUTB211 FLGX113 FLGX123 FLGX213 NUTB121 NUTP271 BCHF215/BCHN213 FLGX224 BCHG221
<b>NUTT323</b>	MEDICAL NUTRITION THERAPY	24	NUTB121 NUTB211 NUTT312 FLGX113 FLGX123 FLGX213 BCHF215/BCHN213 BCHG221
<b>NUTT324</b>	PAEDIATRIC MEDICAL NUTRITION THERAPY	12	NUTB121 NUTB221 NUTT312 FLGX113 FLGX123 FLGX213 BCHF215/BCHN213
<b>NUTT472</b>	APPLIED THERAPEUTIC NUTRITION	32	All previous modules
<b>NUTA611</b>	EVIDENCE-BASED DATA INTERPRETATION	32	-

Module code	Descriptive name	Credits	Prerequisites
NUTE611	NUTRITIONAL EPIDEMIOLOGY	32	-
NUTG671	NUTRIGENETICS	32	-
NUTP621	PUBLIC HEALTH NUTRITION	32	-
NUTR671	RESEARCH REPORT	32	-
NUTS671	SPORT NUTRITION	32	-
<b>Occupational Hygiene</b>			
BHIG211	FUNDAMENTALS OF OCCUPATIONAL HYGIENE	16	Due to the contents of BHIG211 (Fundamentals of Occupational Hygiene), all second-year students must register for BHIG211
BHIG221	RISK MANAGEMENT	8	-
BHIG222	ERGONOMICS FOR OCCUPATIONAL HYGIENE	8	-
BHIG223	TOXICOLOGY I	16	-
BHIG224	RESEARCH METHODOLOGY	8	-
BHIG311	TOXICOLOGY II	24	-
BHIG312	OCCUPATIONAL HYGIENE LEGISLATION	24	-
BHIG321	CHEMICAL STRESSORS I	24	-
BHIG322	PHYSICAL STRESSORS I	24	-
BHIG411	VENTILATION	16	
BHIG412	CHEMICAL STRESSORS II	24	
BHIG413	PHYSICAL STRESSORS II	24	
BHIG421	CHEMICAL STRESSORS III	24	
BHIG422	EMPLOYEE WELLNESS AND EPIDEMIOLOGY	16	
BHIG423	MANAGEMENT, OCCUPATIONAL SAFETY AND ENVIRONMENT HEALTH	16	
BHIG471	RESEARCH PROJECT	32	

#### HSC.2.1.4 School of Psychosocial Health

Module code	Descriptive name	Credits	Prerequisites
<b>Psychology</b>			
PSYC111	INTRODUCTION TO PSYCHOLOGY	12	-
PSYC121	SOCIAL AND COMMUNITY PSYCHOLOGY	12	-
PSYC122(OONLY MC)	INTRODUCTION TO RESEARCH IN PSYCHOLOGY	12	-
PSYC211	DEVELOPMENTAL PSYCHOLOGY	16	-
PSYC212	PERSONALITY PSYCHOLOGY	16	-
PSYC221	POSITIVE PSYCHOLOGY	16	-
PSYC223(OONLY MC)	INTRODUCTION TO NEUROPSYCHOLOGY	12	-
PSYC311	PSYCHOPATHOLOGY	16	-
PSYC312	RESEARCH AND PSYCHOMETRY	16	-
PSYC321	BASIC COUNSELLING AND ETHICAL CONDUCT	16	-
PSYC323	COMMUNITY AND INDIGENOUS PSYCHOLOGY	16	-
PSYH611	PSYCHOLOGICAL EVALUATION	16	-
PSYH613	APPLIED POSITIVE PSYCHOLOGY	16	-
PSYH614	ADULTHOOD PSYCHOPATHOLOGY	16	-
PSYH615	COMMUNITY PSYCHOLOGY: THEORY	16	-
PSYH621	INTERVENTION TECHNIQUES	16	-
PSYH622	THEORETICAL PERSPECTIVES ON RENDERING HELP	16	-
PSYH623	CHILD AND ADOLESCENT PSYCHOLOGY	16	-

Module code	Descriptive name	Credits	Prerequisites
PSYH624	CHILD AND ADOLESCENT PSYCHOPATHOLOGY	16	-
PSYH674	RESEARCH REPORT: THEORY AND PRACTICE	40	-
<b>Social Work</b>			
BSWG111	INTRODUCTION TO SOCIAL WORK AS A PROFESSION	12	-
BSWG114	THE SCIENTIFIC FOUNDATION OF SOCIAL-WORK PRACTICE	12	-
BSWG214	INTRODUCTION TO CHILDCARE LEGISLATION	8	-
BSWG223	BASIC PRINCIPLES OF SOCIAL WORK MANAGEMENT	8	-
BSWG226	DEVELOPMENTAL WELFARE POLICY A	8	-
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 DEVELOPMENTAL 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	BSWG214
BSWI311	SOCIAL WORK WITH CHILDREN	8	-
BSWI312	DEVELOPMENTAL WELFARE POLICY B	12	BSWG226 (40)
BSWI313	SOCIAL GROUP WORK: THEORY AND PRACTICE B	8	BSWI221 (40)
BSWI321	CASEWORK: THEORY AND PRACTICE B	12	BSWI211
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
BSWP471	SOCIAL WORK PRACTICUM B	56	All modules (year level 1-3)

#### HSC.2.1.5 School of Nursing

Module code	Descriptive name	Credits	Prerequisites
ANAV112	HUMAN ANATOMY I	12	-
ANAV122	HUMAN ANATOMY II	12	-

Module code	Descriptive name	Credits	Prerequisites
HCME411	HEALTHCARE MANAGEMENT: PROFESSIONAL PRACTICE	8	-
HCMP421	HEALTHCARE MANAGEMENT: UNIT MANAGEMENT PRACTICE	8	-
HCMU421	HEALTHCARE MANAGEMENT: UNIT MANAGEMENT	8	-
MIDA311	MIDWIFERY: ANTENATAL CARE	16	-
MIDI321	MIDWIFERY: INTRAPARTUM CARE	16	-
MIDN411	MIDWIFERY: NEONATAL AND POSTPARTUM CARE	24	-
MIDP371	MIDWIFERY PRACTICE: ANTENATAL & INTRAPARTUM CARE (YEAR MODULE)	32	-
MIDP471	MIDWIFERY PRACTICE: NEONATAL AND POSTPARTUM CARE	32	-
NSCH111	NURSING SCIENCE: COMMUNITY HEALTH I	12	-
NSCH211	NURSING SCIENCE: COMMUNITY HEALTH II	12	-
NSFN111	NURSING SCIENCE: FUNDAMENTAL I	12	-
NSFN121	NURSING SCIENCE: FUNDAMENTAL II	12	-
NSFP111	NURSING SCIENCE PRACTICE: FUNDAMENTAL I	12	-
NSFP121	NURSING SCIENCE PRACTICE: FUNDAMENTAL II	12	-
NSMH411	NURSING SCIENCE: MENTAL HEALTHCARE I	8	-
NSMH421	NURSING SCIENCE: MENTAL HEALTHCARE II	8	-
NSMP211	NURSING SCIENCE PRACTICE: MEDICAL & SURGICAL I	16	-
NSMP221	NURSING SCIENCE PRACTICE: MEDICAL & SURGICAL II	16	-
NSMP311	NURSING SCIENCE PRACTICE: MEDICAL & SURGICAL III	16	-
NSMP321	NURSING SCIENCE PRACTICE: MEDICAL & SURGICAL IV	16	-
NSMP421	NURSING SCIENCE PRACTICE: MENTAL HEALTHCARE	8	-
NSMS211	NURSING SCIENCE: MEDICAL & SURGICAL I	12	-
NSMS221	NURSING SCIENCE: MEDICAL & SURGICAL II	12	-
NSMS311	NURSING SCIENCE: MEDICAL & SURGICAL III	12	-
NSMS321	NURSING SCIENCE: MEDICAL & SURGICAL IV	12	-
NSRM411	RESEARCH METHODOLOGY	8	-
NSRP471	RESEARCH PROJECT	8	-

#### HSC.2.1.6 Centre for Health Professions Education (CHPE)

Module code	Descriptive name	Credits	Prerequisites
WVGW222	KNOW AND UNDERSTAND THE HEALTH WORLD	12	Students must be at least a historic second year at university or academic second year before they can register for this module. The interprofessional nature of this module requires a certain exposure of the

Module code	Descriptive name	Credits	Prerequisites
			student to his / her own professional field to make a meaningful contribution to the interprofessional problem solving of a health dilemma. The above-mentioned forms the essence of the module.

## HSC.2.2 SERVICE MODULES WITH PREREQUISITES

During time of publication the following information were correct in the yearbooks of the following faculties:

Faculty of Economic and Management Sciences, Faculty of Humanities, Faculty of Law and Faculty of Natural and Agricultural Sciences

<https://studies.nwu.ac.za/studies/yearbooks>

### HSC.2.2.1 Service modules: Faculty of Humanities

Communication			
Module code	Descriptive name	Credits	Prerequisites
COMS124	INTRODUCTION TO CORPORATE COMMUNICATION	12	-
COMS213	CORPORATE COMMUNICATION	16	-
COMS214	SOCIAL MEDIA	16	-
COMS221	REPUTATION MANAGEMENT	16	-
KCOM111	INTRODUCTION TO MASS COMMUNICATION	12	-
KCOM112	INTRODUCTION TO COMMUNICATION CONTEXTS	12	-
KCOM121	INTRODUCTION TO JOURNALISM	12	-
KCOM211	DESKTOP PUBLISHING (DTP)	16	-
Development Studies			
Module code	Descriptive name	Credits	Prerequisites
DEVS111 (ONLY MC)	INTRODUCTION TO DEVELOPMENT STUDIES	12	-
DEVS121 (ONLY MC)	DEVELOPMENTAL PROBLEMS AND ISSUES	12	DEVS111
DEVS211 (ONLY MC)	DEVELOPMENT THEORY AND STRATEGY	16	DEVS121
DEVS221 (ONLY MC)	POLITICAL ECONOMY OF SOUTHERN AFRICA	16	DEVS121
DEVS311 (ONLY MC)	RURAL AND URBAN DEVELOPMENT	32	DEVS211 DEVS221
DEVS321 (ONLY MC)	DEVELOPMENT PLANNING AND MANAGEMENT	32	DEVS211 DEVS221
English			
Module code	Descriptive name	Credits	Prerequisites
ENLL111	INTRODUCTION TO LITERARY GENRES (I)	12	See faculty rule
ENLL121	INTRODUCTION TO LITERARY GENRES (II) AND GRAMMATICAL ANALYSIS	12	ENLL111
ENLL211	DEVELOPMENT OF LITERARY GENRES (I) AND DEVELOPMENT OF GRAMMATICAL COMPLEXITY	16	ENLL111 ENLL121
ENLL221	DEVELOPMENT OF LITERARY GENRES (II) AND APPLIED LINGUISTICS	16	ENLL111 ENLL121 ENLL211

French			
Module code	Descriptive name	Credits	Prerequisites
<b>FREB111</b> (ONLY PC AND VC)	BUSINESS FRENCH FOR BEGINNERS 1	12	See faculty rule
<b>FREB121</b> (ONLY PC AND VC)	BUSINESS FRENCH FOR BEGINNERS 2	12	FREN111
<b>FREN111</b>	FRENCH FOR BEGINNERS	12	See faculty rule
<b>FREN121</b>	FRENCH FOR BEGINNERS	12	FREN111
<b>FREN211</b>	FRENCH INTERMEDIATE 1	16	FREN121 <b>OR</b> FREB121
<b>FREN221</b>	FRENCH INTERMEDIATE 2	16	FREN211
German			
Module code	Descriptive name	Credits	Prerequisites
<b>GERB111</b> (ONLY PC AND VC)	BUSINESS GERMAN ELEMENTARY 1	12	See faculty rule
<b>GERB121</b> (ONLY PC AND VC)	BUSINESS GERMAN ELEMENTARY 2	12	GERB111/GERM111 <b>OR</b> equivalent language qualification and passing entrance test
<b>GERM111</b>	GERMAN ELEMENTARY 1	12	See faculty rule
<b>GERM121</b>	GERMAN ELEMENTARY 2	12	GERB111/GERM111 <b>OR</b> equivalent language qualification and passing entrance test
History			
Module code	Descriptive name	Credits	Prerequisites
<b>HIST112</b>	THEMES IN SOUTH AFRICAN HISTORY	12	-
<b>HIST123</b>	THEMES IN WORLD HISTORY	12	-
<b>HIST213</b>	REFLECTIONS ON SOUTH AFRICA IN AFRICA	16	-
<b>HIST223</b>	ANALYSIS OF CONTEMPORARY HISTORICAL THEMES	16	-
Population Studies			
Module code	Descriptive name	Credits	Prerequisites
<b>HPOP111</b> (ONLY MC)	INTRODUCTION TO POPULATION STUDIES AND DEMOGRAPHY	12	-
<b>HPOP121</b> (ONLY MC)	BASIC DEMOGRAPHIC MEASURES AND COMPOSITION	12	HPOP111
<b>HPOP212</b> (ONLY MC)	INTRODUCTION TO POPULATION AND DEVELOPMENT THEORIES	16	HPOP111 HPOP121
<b>HPOP221</b> (ONLY MC)	INTRODUCTION TO DEMOGRAPHIC TECHNIQUES	16	HPOP111 HPOP121
<b>HPOP311</b> (ONLY MC)	DEMOGRAPHY OF SOUTH AFRICA	16	HPOP111 HPOP121 HPOP221
<b>HPOP312</b> (ONLY MC)	INTRODUCTION TO POPULATION POLICIES AND PROGRAMMES	16	HPOP111 HPOP121 HPOP221
<b>HPOP321</b> (ONLY MC)	POPULATION AND DEVELOPMENT INTERRELATIONSHIPS	16	HPOP111 HPOP121 HPOP221
<b>HPOP322</b> (ONLY MC)	RESEARCH PROJECT	16	HPOP111 HPOP121 HPOP221

Setswana (1 <sup>st</sup> language)			
Module code	Descriptive name	Credits	Prerequisites
SETM111 <sup>(ONLY MC AND PC)</sup>	HISTORY OF THE SETSWANA ORTHOGRAPHY; COMMUNICATION SKILLS	12	See faculty rule
SETM121 <sup>(ONLY MC AND PC)</sup>	INTRODUCTION TO THE GRAMMAR OF SETSWANA, MORPHOLOGY AND TRADITIONAL LITERATURE	12	SETM111
SETM211 <sup>(ONLY MC AND PC)</sup>	SETSWANA: PHONETICS AND MODERN LITERATURE	16	SETM121
SETM221 <sup>(ONLY MC AND PC)</sup>	SETSWANA: PHONOLOGY AND PROSE	16	SETM211
Setswana (3 <sup>rd</sup> language)			
Module code	Descriptive name	Credits	Prerequisites
ATSN111 <sup>(ONLY PC)</sup>	SETSWANA: INTRODUCTION TO GRAMMAR AND LANGUAGE PROFICIENCY	12	See faculty rule
ATSN121 <sup>(ONLY PC)</sup>	SETSWANA: GRAMMAR AND LANGUAGE PROFICIENCY	12	ATSN111
Sociology			
Module code	Descriptive name	Credits	Prerequisites
SOCY111	INTRODUCTION TO SOCIOLOGY: CONCEPTS, THEMES AND METHODS	12	-
SOCY121	INTRODUCTION TO SOCIOLOGY: SOCIAL INSTITUTIONS	12	-
SOCY211	SOCIOLOGY OF DEVELOPMENT, ENVIRONMENT AND SOCIAL PROBLEMS	16	-
SOCY221	SOCIAL DYNAMICS OF WORK, FAMILY AND GENDER	16	-
SOCY314	SOCIAL THEORY	16	SOCY111 SOCY121
SOCY315 <sup>(ONLY VC)</sup>	GROUP DYNAMICS	16	-
SOCY316 <sup>(ONLY PC)</sup>	INEQUALITY AND SOCIAL JUSTICE IN CONTEMPORARY SOUTH AFRICA	16	-
SOCY317 <sup>(ONLY MC)</sup>	SOCIAL POLICY	16	-
SOCY323	SOCIAL RESEARCH METHODOLOGY	16	SOCY111 SOCY121
SOCY324 <sup>(ONLY VC)</sup>	CLINICAL SOCIOLOGY	16	-
SOCY325 <sup>(ONLY PC)</sup>	APPLYING THE SOCIOLOGICAL IMAGINATION IN CONTEMPORARY SOCIETY	16	-
SOCY326 <sup>(ONLY MC)</sup>	GENDER STUDIES	16	-
Political Studies			
Module code	Descriptive name	Credits	Prerequisites
POLI112	INTRODUCTION TO POLITICAL STUDIES	12	-
POLI123	THE SOUTH AFRICAN POLITICAL SYSTEM	12	-
POLI213	COMPARATIVE POLITICS	16	-
POLI223	AFRICAN POLITICS	16	-
CCFO modules: Academic Literacy Development			
Module code	Descriptive name	Credits	Prerequisites
ALDE111	ACADEMIC LITERACY DEVELOPMENT	12	-
ALDA111	AKADEMIESE GELETTERDHEID ONTWIKKELING	12	-
ALDE122	ACADEMIC LITERACY DEVELOPMENT	12	ALDE111 (40)
ALDA122	AKADEMIESE GELETTERDHEID ONTWIKKELING	12	ALDA111 (40)

CCFO MODULE: UNDERSTANDING THE WORLD			
Module code	DESCRIPTIVE NAME	Credits	Prerequisites
WVLS317	UNDERSTANDING THE HUMAN BEING AND SOCIETY: CRITICAL PERSPECTIVES ON CONTINUITY AND CHANGE IN THE WORLD	12	-

#### HSC.2.2.2 Service modules: Faculty of Economic and Management Sciences

Financial Accounting			
Module code	Descriptive name	Credits	Prerequisites
ACCS111	FINANCIAL ACCOUNTING (SPECIAL): BASIC CONCEPTS, ACCOUNTING CYCLE AND ACCOUNTING SYSTEMS	12	-
Business Management			
Module code	Descriptive name	Credits	Prerequisites
BMAN111	INTRODUCTION TO BUSINESS MANAGEMENT	12	-
BMAN121	GENERAL MANAGEMENT	12	-
BMAN221	PURCHASING MANAGEMENT AND SUPPLY CHAIN MANAGEMENT	16	-
BMAN223	PROBLEM-SOLVING FOR MANAGERS	16	-
BMAN312	ENTREPRENEURSHIP	16	-
WVES312	UNDERSTANDING THE WORLD OF BUSINESS ETHICS	12	-
Marketing Management			
Module code	Descriptive name	Credits	Prerequisites
BMAR213	INTRODUCTION TO MARKETING MANAGEMENT	16	-
BMAR222	BRAND MANAGEMENT	16	-
BMAR314	INTEGRATED MARKETING COMMUNICATIONS	16	-
Industrial Psychology			
Module code	Descriptive name	Credits	Prerequisites
IOPS121	OCCUPATIONAL HEALTH AND ERGONOMICS	12	-
IOPS211	PERSONNEL PSYCHOLOGY	16	-
IOPS311	ORGANISATIONAL PSYCHOLOGY	16	-
Labour Relations Management			
Module code	Descriptive name	Credits	Prerequisites
LARM112	INTRODUCTION TO INTERNATIONAL LABOUR ORGANISATION	12	-
LARM212	DIVERSITY MANAGEMENT	16	-
LARM221	WORK GROUP DYNAMICS	16	-
LARM311	THEORY AND PRACTICE OF LABOUR RELATIONS	16	-
LARM321	MANAGEMENT OF LABOUR RELATIONS	16	-
LARM322	CONFLICT RESOLUTION	16	-
Economics			
Module code	Descriptive name	Credits	Prerequisites
ECON112	BASIC MICRO-ECONOMICS	12	-
ECON122	BASIC MACRO-ECONOMICS	12	-
ECON211	MACRO-ECONOMICS	16	ECON121 & WISN111/112/123 (40%)/MTHS112/123 or

Financial Accounting			
Module code	Descriptive name	Credits	Prerequisites
			STTN111 & 122/STFM111 /STFM112 / STFM125 (40%)
ECON221	MICRO-ECONOMICS	16	ECON121 & WISN111/112/123 (40%) /MTHS112/123 or STTN111 & 122/STFM111 / STFM112 / STFM125 (40%)
International Trade			
Module code	Descriptive name	Credits	Prerequisites
EKIP212	INTERNATIONAL TRADE RELATIONS	16	-
Tourism			
Module code	Descriptive name	Credits	Prerequisites
TMBP111	INTRODUCTION TO TOURISM MANAGEMENT	12	-
TMBP122	LODGING MANAGEMENT	12	-
TMBP211	APPLIED TOURISM MANAGEMENT	16	-
TMBP221	TOURISM MARKETING	16	-
TMBP312	INTRODUCTION TO EVENT MANAGEMENT	16	-
TMBP313	NATURE TOURISM	16	-
TMBP321	GAME FARM MANAGEMENT	16	-
TMBP322	APPLIED EVENT MANAGEMENT	16	-

#### HSC.2.2.3 Service modules: Faculty of Natural and Agricultural Sciences

Computer Science and Information Systems			
Module code	Descriptive name	Credits	Prerequisites
CMPG112	INTRODUCTION TO END USER COMPUTING	12	
Physics			
Module code	Descriptive name	Credits	Prerequisites
FSKS113	PHYSICS FOR BIOLOGY I	12	
FSKS123	PHYSICS FOR BIOLOGY II	12	FSKS113 (40%) <b>OR</b> NPHY111 (40%)
Biochemistry			
Module code	Descriptive name	Credits	Prerequisites
BCDT311	NUTRITIONAL BIOCHEMISTRY	12	
BCHF215	BIOCHEMISTRY FOR HEALTH SCIENCES	16	
BCHG221	CLINICAL BIOCHEMISTRY	16	NCHE111 NCHE121
BCHN213	INTRODUCTORY BIOCHEMISTRY	16	NCHE111 NCHE121
BCHN222	METABOLISM	16	NCHE111 NCHE121
BCHS316	ENZYMOLGY	16	BCHN213 BCHN222
BCHS317	MOLECULAR BIOLOGY	16	BCHN213 MCBN121
BCHS321	ANALYTICAL BIOCHEMISTRY	16	MCBN111 BCHN222
BCHS322	BIOCHEMISTRY RESEARCH PROJECT	16	BCHN213 BCHN222
IBCH221	INTRODUCTION TO CLINICAL BIOCHEMISTRY	8	-
MCBN111	MOLECULAR AND CELL BIOLOGY I	12	Gr 12 Mathematics Level 4
MCBN121	MOLECULAR AND CELL BIOLOGY II	12	Gr 12 Mathematics Level 4

Mathematics			
Module code	Descriptive name	Credits	Prerequisites
MTHS114	APPLIED CALCULUS I	12	Gr 12 Mathematics Level 4 <b>OR</b> Gr 12 Tech Maths Level 5 <b>OR</b> MTHS112 <b>OR</b> MTHS123
MTHS124	APPLIED CALCULUS II	12	MTHS111 (40%) <b>OR</b> MTHS114 (40%)
Chemistry			
Module code	Descriptive name	Credits	Prerequisites
NCHE111	INTRODUCTORY INORGANIC AND PHYSICAL CHEMISTRY	12	-
NCHE121	INTRODUCTORY ORGANIC CHEMISTRY	12	-
NCHE211	ANALYTICAL CHEMISTRY II	8	NCHE111,NCHE121 <b>OR</b> NCHE171,NCHE172
NCHE212	PHYSICAL CHEMISTRY II	8	NCHE111,NCHE121 <b>OR</b> NCHE171,NCHE172 & MTHS111,MTHS121 <b>OR</b> MTHS171,MTHS172 <b>OR</b> MTHS114,MTHS124
NCHE213	ORGANIC CHEMISTRY II PHARMACY /BIOLOGICAL SCIENCES	8	NCHE111,NCHE121 <b>OR</b> NCHE171,NCHE172
NCHE221	INORGANIC CHEMISTRY II	8	NCHE111,NCHE121 <b>OR</b> NCHE171,NCHE172
NCHE222	ORGANIC CHEMISTRY II	8	NCHE111,NCHE121 <b>OR</b> NCHE171,NCHE172
Statistics			
Module code	Descriptive name	Credits	Prerequisites
STTN111	DESCRIPTIVE STATISTICS	12	-
STTN124	PRACTICAL STATISTICS	12	STTN111 (40%) <b>OR</b> STTN115 (40%) <b>OR</b> STTN122
Geography			
Module code	Descriptive name	Credits	Prerequisites
GEOG111	INTRODUCTION TO PHYSICAL GEOGRAPHY	12	-
GEOG121	INTRODUCTION TO HUMAN GEOGRAPHY	12	-
GEOG211	PHYSICAL GEOGRAPHY	16	GEOG111
GEOG221	HUMAN GEOGRAPHY	16	GEOG121
GEOG311	GIS AND REMOTE SENSING	32	GEOG211 GEOG221
GEOG321	APPLIED GEOGRAPHY	32	GEOG211, GEOG221 GEOG311 (40%)
Microbiology			
Module code	Descriptive name	Credits	Prerequisites
MKBX213	MICROBIOLOGY FOR FOOD AND NUTRITION	8	-
MKPN111	MICROBIOLOGY (FOR PHARMACY)	12	-

#### HSC.2.2.4 Service module: Faculty of Law

Module code	Descriptive name	Credits	Prerequisites
LLAW221	INTRODUCTION TO LABOUR LAW	12	-

### **HSC.3 SCHOOL OF HUMAN MOVEMENT SCIENCES**

#### **HSC.3.1 DIPLOMA IN COACHING SCIENCE**

**QUALIFICATION- AND PROGRAMME CODE: 8EN A02; G201P/M**

**SAQA ID: 111435**

**PROGRAMME OU AND NAME: 8635 PC, MC COACHING SCIENCE**

##### **HSC.3.1.1 Site of delivery and delivery mode**

Potchefstroom Campus (Afrikaans, English) and Mahikeng Campus (English)

Sites specialising in different sport modules. Full-time, contact

##### **HSC.3.1.2 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 18.

##### **HSC.3.1.3 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.3.1.4 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 1.13). Extension of the study period may take place according to the stipulations of A-Rule 1.16.

##### **HSC.3.1.5 Admission requirements for the qualification**

In addition to the general admission requirements (A-Rule 1.5) and faculty rules, the following admission requirements hold:

- a. APS-score: 18;
- b. Language requirement: Level 4 (50-59%) for language of tuition
- c. Academic paper selection
- d. Best average mark

### **HSC.3.1.6 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 exercises such as running, jumping, jogging and gymnasium workouts.

### **HSC.3.1.7 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 CMPG112 and ALDA/E) as well as 60% average in the 1st semester of the second year.

- b. HMXN211 (Netball - Potchefstroom Campus)

HMXS211 (Swimming - Potchefstroom Campus)

HMXT211 (Tennis - Potchefstroom Campus & Mahikeng Campus)

HMXG221 (Gymnastics - Potchefstroom Campus)

HMXH221 (Hockey - Potchefstroom Campus & Mahikeng Campus)

HMXK221 (Cricket - Potchefstroom Campus)

Students studying at the Potchefstroom Campus must choose between Soccer (HMPS) or Rugby (HMPR) as their core sport module. Students studying at Mahikeng Campus has Soccer (HMPS) as their core sport module.

\* HMPS & HMPR modules (Potchefstroom Campus), HMPS modules (Mahikeng Campus)

- c. Students who want to register for Coaching Science or Human Movement Sciences should, prior to starting the programme be medically fit for the physical component of the course, as the programmes require physical activity.
- d. HMXR221 is not applicable to the Diploma in Coaching Science.

## HSC.3.1.8 Compilation of programme: Coaching Science 8EN A02; 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	HMDC213	X	8
<b>*Choose ONE:</b> HMPR111 HMPS111	H	12	<b>*Choose ONE:</b> HMPR212 HMPS211	H	8
CMPG112	X	12	HMSC312	H	16
			<b>*Choose ONE:</b> HMXN211 HMXS211 HMXT211	X	8
<b>Total 1<sup>st</sup> semester</b>		<b>48</b>	<b>Total 1<sup>st</sup> semester</b>		<b>64</b>
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	<b>*Choose ONE:</b> HMPR222 HMPS221	H	16
<b>*Choose ONE:</b> HMPR122 HMPS121	H	12	HMSC325	H	16
HMSC121	X	12	<b>*Choose ONE:</b> HMXG221 HMXH221 HMXK221	X	8
HMSC122	X	12	WVGW222	X	12
<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>68</b>
<b>Total Year Level 1</b>		<b>108</b>	<b>Total Year Level 2</b>		<b>132</b>
<b>Credit total of programme</b>					<b>240</b>

\* See faculty rule regarding choice of sport modules

## **HSC.3.2 BACHELOR OF HEALTH SCIENCES IN BIOKINETICS**

**QUALIFICATION- AND PROGRAMME CODE: 8DR K01; G402P**

**SAQA ID: 97936**

**PROGRAMME OU AND NAME: 8636 PC HUMAN MOVEMENT SCIENCE**

### **HSC.3.2.1 Site of delivery and delivery method**

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

### **HSC.3.2.2 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.3.2.3 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.3.2.4 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 1.13). Extension of the study period may take place according to the stipulations of A-Rule 1.16.

### **HSC.3.2.5 Admission requirements for the qualification**

General admission requirements stipulated in A-Rule 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 Biokinetics:

- a. Mathematics level 3 (40-49%) OR Mathematics Literacy Level 6 (70%)
- b. Physical Sciences level 4 (50-59%) OR Life Sciences at 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.
- d. APS-score of at least 32;
- e. Language requirement: Level 4 (50%-59%) for language of tuition
- 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.

#### **HSC.3.2.6 Faculty specific admission requirements**

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

#### **HSC.3.2.7 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 1-2 before they will be allowed to register for level 3 modules. Students must pass all the modules in year level 3 to be allowed to register for year level 4.

Also refer to HSC.1 of this yearbook.

#### **HSC.3.2.8 Articulation and exit points**

Students may articulate horizontally into related qualifications like 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.

- Modules in year level 4 may only be taken once all the modules up to year level 3 have been passed.  
A-Rule 2.4
- A module is passed when all the work-integrated hours allocated to the module are also achieved.
- If a student failed a module that has a work-integrated learning component, the student needs to repeat 100% of the module requirements, including the work-integrated hours allocated to the module.
- Students must register with the Health Professions Council of South Africa as a student in training in the first year of study.
- It is recommended that a student register at a professional subject society, the Biokinetics Association of South Africa.
- The compulsory work-integrated hours prescribed by the Health Professions Council of South Africa for Biokinetics programme is 1000 hours over the 4 years of study.
- The module outcomes will only be achieved if the allocated work-integrated hours have been achieved according to official hours logged.

**HSC.3.2.9 Compilation of programme: Biokinetics 8DR K01; G402P**

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	-	HMSB211	H	12	HMSO311	H	16	HMSB411	H	45
HMSA111	H	12	HMSP211	H	16	HMSB311	H	16	HMSB474	H	16
HMSC111	X	12	HMSE212	H	12	HMSE311	H	16	HMSB475	H	30
HMSB112	H	12	HMSC214	X	12	HMSC314	X	12	HMSC681	H	32
HMSB113	H	12	HMSC213	H	8						
HMSB111	H	12									
<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>123</b>
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	HMSC329	H	12			
HMSA121	H	12	HMSB221	H	12	HMSB322	H	24			
HMSB121	H	12	HMSO222	H	12	HMSC323	X	8			
HMSE121	H	12	HMSE222	H	12	HMSC324	X	16			
WVGW222	X	12	HMSC222	H	16						
			HMSC322	X	16						
<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>76</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>			
<b>Total Year Level 1</b>		<b>120</b>	<b>Total Year Level 2</b>		<b>136</b>	<b>Total Year Level 3</b>		<b>120</b>	<b>Total Year Level 4</b>		<b>123</b>
<b>Credit total of the curriculum</b>											<b>499</b>

**HSC.4 SCHOOL OF HUMAN MOVEMENT SCIENCES: HONOURS PROGRAMMES**  
**QUALIFICATIONS- AND PROGRAMME CODE: 8EJ L01; G601P, 8EJ L03; G601P/M**  
**SAQA ID: 100943**

**HSC.4.1 DURATION (MINIMUM AND MAXIMUM)**

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

**HSC.4.2 ADMISSION REQUIREMENTS OF THE QUALIFICATION**

The honours degree follows a three or four-year qualification or after the status of a Bachelor's degree is acquired. (NQF level 7 required)

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

**HSC.4.3 OUTCOMES OF THE QUALIFICATION**

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

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

**HSC.4.3.1 Programme: Kinderkinetics**

**HSC.4.3.1.1 Qualification and programme code: 8EJ L01; G601P**

The programme is presented on a full-time basis.

**HSC.4.3.1.2 Faculty specific rules and requirements of the programme**

- a. General admission requirements of the University hold.
- b. Prospective students must complete a selection application at the school, which will be evaluated by a selection panel.
- c. Initial academic selection takes place in which the marks for the HMS and HMX modules in each year of study up to and including that of the 1st semester in the 3rd year must be an average of 60%.
- d. Students must have completed the modules HMXS211 (Swimming) and HMXG221 (Gymnastics) before applying.
- e. Students must have completed and passed the module HMSC114 with 60% or higher before applying.
- f. Proof of at least 20 hours' practical exposure in a registered Kinderkinetics practice will be required.
- g. Paper selection takes place during August/September whereafter students will complete a psychometric test. Final selection will take place by means of an interview.
- h. Final selection is subject to availability of capacity in the subject field and approval by the school director.

HSC.4.3.1.3 Compilation of programme: Kinderkinetics 8EJ L01; G601P

Module code	Descriptive name	Credits
HMSC681	APPLIED RESEARCH METHODOLOGY AND RESEARCH REPORT	32
MBWK682	KINDERKINETICS THEORY	32
MBWK683	APPLIED KINDERKINETICS PRACTICAL	24
MBWK684	PROFESSIONAL INTERNSHIP	24
MBWK685	APPLIED EXERCISE PHYSIOLOGY	16
MBWK686	CHILD WELFARE AND HEALTH PROMOTION	16
<b>Total credits for the curriculum</b>		<b>144</b>

**HSC.4.3.2 Programme: Human Movement Sciences**

HSC.4.3.2.1 Qualification and programme code: 8EJ L03; G601P/M

This programme is presented on a full-time basis.

HSC.4.3.2.2 Faculty specific rules and requirements of the programme

- General admission requirements of the University hold.
- Prospective students must have completed a Bachelor of Health Sciences qualification in Human Movement Sciences or in Sport and Recreation Administration with an average mark of 65%. Admission is subject to a selection process. HMSE121 must be passed additionally.
- Students studying BHSc Sport Coaching and Human Movement Sciences must complete Exercise Physiology I (HMSE121) to meet the requirements for this qualification.
- Students studying BHSc Sport and Recreation Administration must complete the Sport Mechanics module HMSC326 in their 2<sup>nd</sup> year to meet the requirements for this qualification.
- Final selection is subject to availability of capacity in the subject field and approval by the school director.

HSC.4.3.2.3 Compilation of programme: Human Movement Sciences 8EJ L03; G601P/M

Module code	Descriptive name	Credits
HMSC681	APPLIED RESEARCH METHODOLOGY AND RESEARCH REPORT	32
HMSC682	ADVANCED MOTOR LEARNING AND CONTROL	16
HMSC683 RKKX683	APPLIED EXERCISE PHYSIOLOGY <b>OR</b> OUTDOOR LEADERSHIP	32
HMSC684	APPLIED SPORT MECHANICS	16
HMSC685	SPORT AND COACHING SCIENCE	32
HMSC686	APPLIED SPORT PSYCHOLOGY	16
<b>Total credits for the curriculum</b>		<b>144</b>

#### **HSC.4.3.3 Programme: Recreation Science**

**QUALIFICATION- AND PROGRAMME CODE: 8DK L01; G602P**

**SAQA ID: 112871**

##### **HSC.4.3.3.1 Duration (minimum and maximum)**

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

##### **HSC.4.3.3.2 Admission requirements of the qualification**

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

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

##### **HSC.4.3.3.3 Outcomes of the qualification**

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

- a. comprehensive and systematic knowledge of the field of Recreation Science, with reference to recreation practice management, health promotion, child welfare, therapeutic recreation and leisure programming;
- b. critical evaluation of existing knowledge concerning theories, research methods, techniques and technology in the recreation sciences, and apply that knowledge to various contexts;
- c. diagnose the recreation needs of individuals, groups and communities, design basic intervention programmes and apply them in various socio-cultural circumstances;
- d. obtain, analyse and interpret relevant information concerning individuals, groups and communities, and communicate the information, either individually or as a member of a group, by writing reports, doing assignments, or reporting orally;
- e. observation and application of an ethical, professional and value-based code of conduct in all modes of communication and association with individuals and groups;
- f. utilization of appropriate technology (computer, e-mail, fax, psychometric tests) effectively in the Recreation Science environment (technological and environmental literacy);
- g. exploration of different effective learning strategies to acquire the different capabilities of a practitioner in the field of Recreation Science;
- h. promotion of responsible citizenship through their approach towards the holistic application of Recreation Science related skills;
- i. combining of critical and creative thinking in the use of science, research and technology with sound and systematic theoretical expertise; and
- j. skills and values as entrepreneurs or employees in the field of recreation provision or adventure therapy through integrated projects in order to identify and solve known and unknown problems and demonstrate mastered competencies in community involvement.

##### **HSC.4.3.3.4 Programme: Recreation Science**

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

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

##### **HSC.4.3.3.5 Faculty specific rules and requirements of the programme**

- a. Admission to the Honours programme is open to students who have been awarded a Bachelor's degree with Recreation Science as focus, or a qualification designated by the Senate as equivalent;

- b. In addition, applicants must also undergo a selection process focused on psychometric, personal and skills development as applicable to this qualification;
- c. Alternatively, Senate may require any candidate, before being admitted to the Honours programme, to attend and complete, as may be determined by Senate, such undergraduate courses or portion of courses of a Bachelor's curriculum as the senate may prescribe;
- d. With the permission of the Senate, candidates not in possession of the qualifying courses may be considered, provided they undertake to complete prescribe introductory courses and a reading programme;
- e. Prospective students must complete a formal selection application form at the school, which will be evaluated by a selection panel;
- f. Initial academic selection takes place in which the marks for the RKKX-modules in each year of study up to and including that of the 1st semester in the 3rd year must be an average of 60%;
- g. Selection takes place during August /September each year;
- h. Final selection is subject to availability of capacity in the subject field and approval by the school director;
- i. Practical work as stipulated by the program leader and school director will be required from the student.

HSC.4.3.3.6 Compilation of programme: Recreation Science 8DK L01; G602P

Module code	Descriptive name	Credits
HMSC681	APPLIED RESEARCH METHODOLOGY AND RESEARCH REPORT	32
RKKX677	THERAPEUTIC RECREATION	24
RKKX681	APPLIED RECREATION MANAGEMENT	24
RKKX682	RECREATION SERVICE PROGRAMMING	24
RKKX683	OUTDOOR LEADERSHIP	32
<b>Total credits for the curriculum</b>		<b>136</b>

## **HSC.5 BACHELOR OF HEALTH SCIENCES**

This includes the following programmes Sport Coaching and Human Movement Sciences, Recreation Science and Psychology, Recreation Science and Tourism Management, Sport and Recreation Administration (School of Human Movement Sciences), Physiology and Biochemistry, Physiology and Psychology (School of Applied Health Sciences).

### **HSC.5.1 SITE OF DELIVERY AND DELIVERY MODE**

Potchefstroom Campus (Afrikaans, English), Mahikeng Campus (8DJ H03) (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 1.13). Extension of the study period may be determined according to provisions of A-Rule 1.16.

#### **HSC.5.5 ADMISSION REQUIREMENTS FOR THE QUALIFICATION**

The general admission requirements are described according to A-Rule 1.5 and further applicable regulations in faculty rules.

- a. 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;
- b. The required APS-score is 24 for Sport Coaching and Human Movement Sciences 8DJ H03, Recreation Science and Tourism Management 8DJ H06, Sport and Recreation Administration 8DJ H07.
- c. The required APS-score is 26 for Physiology and Biochemistry 8DJ H01, Physiology and Psychology 8DJH02, Recreation Science and Psychology 8DJH05.
- d. Language requirement: Level 4 (50-59%) for language of tuition;
- e. 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.
- f. Students had to comply to the subject specific requirements as described in faculty rules before admission to a programme in the different specialisation fields.

#### **HSC.5.6 FACULTY-SPECIFIC ADMISSION REQUIREMENTS**

- a. A student must hold a full Matriculation exemption certificate and an average pass mark of 60% during the matriculation examinations.
- b. A student who registers for Human Movement Sciences as a major should, prior to starting the programme be in a suitable physical condition to do practical exercises such as running, jumping, jogging and gymnasium workouts.
- c. 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 CMPG112 and ALDA/E) and 1st semester of the 2nd year in the Diploma programme.
- d. Students should adhere to pre-requisites mentioned in the list of modules, before progressing to follow-up modules.
- e. Students, who want to be considered for Honours selection in Kinderkinetics, must register for HMSC114 in their second year and pass the module with 60% or more. To register for HMSC114, students must have passed HMSC112 with 60% or higher.
- f. Other prerequisites for the BHSc Honours in Kinderkinetics are HMXS211 and HMXG221 as well as a minimum of 20 hours shadowing at an accredited Kinderkineticist
- 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.

#### **HSC.5.7 FACULTY-SPECIFIC RULES**

##### **HSC.5.7.1 Choice between sport modules**

HMXA211 (Potchefstroom- and Mahikeng Campus) or HMXN211 (Potchefstroom Campus) or HMXS211 (Potchefstroom Campus) or HMXT211 (Potchefstroom- and Mahikeng Campus)

- 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.

HMVG221 (Potchefstroom Campus) or HMXH221 (Potchefstroom- and Mahikeng Campus) or HMXK221 (Potchefstroom Campus) or HMXR221 (Potchefstroom- and Mahikeng Campus)

- 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 Campus: Netball, Swimming, Gymnastics, Cricket

Potchefstroom- & Mahikeng Campus: Athletics, Hockey, Tennis, Rugby

## **HSC.5.8 SCHOOL OF HUMAN MOVEMENT SCIENCES**

### **HSC.5.8.1 Bachelor of Health Sciences with Sport Coaching and Human Movement Sciences**

**QUALIFICATION- AND PROGRAMME CODE: 8DJ H03; G301P/M**

**SAQA ID: 112941**

**PROGRAMME OU AND NAME: 8636 PC HUMAN MOVEMENT SCIENCE**

#### **HSC.5.8.1.1 Programme outcomes**

After completion of the programme students should:

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

Students that have completed their BHSc in Sport Coaching and Human Movement Sciences and would like to continue with a BHSc Honours in Kinderkinetics must have completed HMSC114 with 60% or higher as additional module for non-degree purposes before they can apply for the honours in Kinderkinetics. To register for HMSC114, students have to pass HMSC112 with 60% or higher. Other prerequisites for the BHSc Honours in Kinderkinetics are HMXS211 and HMVG221 as well as a minimum of 20 hours shadowing at an accredited Kinderkineticist.

Students that have completed their BHSc in Sport Coaching and Human Movement Sciences and would like to continue with a BHSc Honours in Human Movement Sciences must have completed HMSE121 as additional module for non-degree purposes before they can apply for the honours in Human Movement Sciences.

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111	A	-	BMAR213	X	16	HMDC212	X	16
BMAN111	X	12	HMSC213	H	8	HMSC211	H	16
FLGX114	X	12	*Choose ONE: HMXA211 HMXN211 HMXS211 HMXT211	H	8	HMSC312	H	16
HMDC111	X	12	PSYC211	X	16	*Choose ONE: HMXA211 HMXN211 HMXS211 HMXT211	H	8
HMSC112	H	12	PSYC212	X	16	WVES312	X	12
PSYC111	X	12						
<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> semester</b>		<b>68</b>
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	HMSC324	H	16
BMAN121	X	12	HMSC222	H	16	HMSC325	H	16
HMDC121	X	12	*Choose ONE: HMXG221 HMXH221 HMXK221 HMXR221	H	8	HMSC326	H	8
HMSC121	H	12	PSYC221	X	16	*Choose ONE: HMXG221 HMXH221 HMXK221 HMXR221	H	8
HMSC122	H	12	WVGW222	X	12	PSYC321	X	16
<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>64</b>
<b>Total Year Level 1</b>		<b>120</b>	<b>Total Year Level 2</b>		<b>132</b>	<b>Total Year Level 3</b>		<b>132</b>
<b>Credit total of the curriculum</b>								<b>384</b>

\*See faculty rule regarding choice of sport modules

**HSC.5.8.2 Bachelor of Health Sciences with Recreation Science and Psychology**

**QUALIFICATION- AND PROGRAMME CODE: 8DJ H05; G301P**

**SAQA ID: 112941**

**PROGRAMME OU AND NAME: 8638 PC RECREATION SCIENCE**

**HSC.5.8.2.1 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 competencies, skills and values as entrepreneurs or employees and managers in recreation and associate fields by means of integrated projects (case studies, scenarios – problem solving) and added capabilities in community involvement.

**HSC.5.8.2.2 Compilation of programme: Recreation Science and Psychology 8DJ H05; 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				WVES312	X	12
RKKX115	H	12						
<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> semester</b>		<b>76</b>
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	<b>Choose ONE:</b> HMXH221 HMXK221 HMXR221	X	8	PSYC321	H	16
BMAN121	X	12	PSYC221	H	16	PSYC323	H	16
PSYC121	H	12	RKKX225	H	16	HMSC322	H	16
RKKX124	H	12	RKKX226	H	16	RKKX328	H	8
RKKX126	H	12	WVGW222	X	12			
<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>56</b>
<b>Total Year Level 1</b>		<b>120</b>	<b>Total Year Level 2</b>		<b>132</b>	<b>Total Year Level 3</b>		<b>132</b>
<b>Credit total of the curriculum</b>								<b>384</b>

**HSC.5.8.3 Bachelor of Health Sciences with Recreation Science and Tourism Management****QUALIFICATION- AND PROGRAMME CODE: 8DJ H06; G301P****SAQA ID: 112941****PROGRAMME OU AND NAME: 8638 PC RECREATION SCIENCE****HSC.5.8.3.1 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 competencies, skills and values as entrepreneurs or employees and managers in recreation and associated fields by means of integrated projects (case studies, scenarios – problem solving) and added capabilities in community involvement.

**HSC.5.8.3.2 Compilation of programme: Recreation Science and Tourism Management 8DJ H06; 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	TMBP312	H	16
RKKX115	H	12	TMBP211	H	16	TMBP313	H	16
TMBP111	H	12				WVES312	X	12
<b>Total 1<sup>st</sup> semester</b>		<b>48</b>	<b>Total 1<sup>st</sup> semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> semester</b>		<b>76</b>
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	<b>Choose ONE:</b> 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	WVGW222	X	12			
TMBP122	H	12						
<b>Total 2<sup>nd</sup> semester</b>		<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>56</b>
<b>Total Year Level 1</b>		<b>120</b>	<b>Total Year Level 2</b>		<b>132</b>	<b>Total Year Level 3</b>		<b>132</b>
<b>Credit total of the curriculum</b>								<b>384</b>

**HSC.5.8.4 Bachelor of Health Sciences with Sport and Recreation Administration****QUALIFICATION AND PROGRAMME CODE: 8DJH07; G301P****SAQA ID: 112941****PROGRAMME OU AND NAME: 8638 PC RECREATION SCIENCE****HSC.5.8.4.1 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.)

- b. Demonstrate competencies, skills and values as entrepreneurs or employees and managers in recreation and associated fields by means of integrated projects (case studies, scenarios – problem solving) and added capabilities in community involvement.

HSC.5.8.4.2 Compilation of programme: Sport and Recreation Administration 8DJ H07; 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	<b>Choose ONE:</b> HMXA211 HMXN211 HMXS211 HMXT211	X	8	<b>Choose ONE:</b> HMXA211 HMXN211 HMXS211 HMXT211	X	8
HMSC111	H	12	COMS213	X	16	RKKX316	H	16
RKKX114	H	12	RKKX215	H	16	RKKX317	H	16
RKKX115	H	12	RKKX216	H	16	WVES312	X	12
<b>Total 1<sup>st</sup> semester</b>		<b>48</b>	<b>Total 1<sup>st</sup> semester</b>		<b>68</b>	<b>Total 1<sup>st</sup> semester</b>		<b>68</b>
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	<b>Choose ONE:</b> HMXG221 HMXH221 HMXK221 HMXR221	X	8	<b>Choose ONE:</b> HMXG221 HMXH221 HMXK221 HMXR221	X	8
HMSC121	H	12	RKKX225	H	16	HMSC322	H	16
COMS124	X	12	RKKX226	H	16	HMSC324	H	16
RKKX124	H	12	WVGW222	X	12	RKKX328	H	8
RKKX126	H	12						
<b>Total 2<sup>nd</sup> semester</b>		<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>64</b>
<b>Total Year Level 1</b>		<b>120</b>	<b>Total Year Level 2</b>		<b>132</b>	<b>Total Year Level 3</b>		<b>132</b>
<b>Credit total of the curriculum</b>								<b>384</b>

## **HSC.5.9 SCHOOL OF APPLIED HEALTH SCIENCES: SUBJECT GROUP PHYSIOLOGY**

### **HSC.5.9.1 Bachelor of Health Sciences with Physiology and Biochemistry**

**QUALIFICATION- AND PROGRAMME CODE: 8DJ H01; G301P**

**SAQA ID: 112941**

**PROGRAMME OU AND NAME: 8665 PC PHYSIOLOGY**

#### **HSC.5.9.1.1 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 forti-genic 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 of entrepreneurial opportunities; and by
- iv. the development of work ethics that includes responsibility, integrity, punctuality, realisation of vocation, readiness to serve, accuracy and drive.

Students must pass FLGX113 before they will be allowed to progress with any other Physiology module. Students can't be credited for module FLGX114 on the grounds of FLGX113 or FLPX113 already passed or vice versa. Students can't be credited for module FLPX113 on the grounds of FLGX114 already passed or vice versa. Students can't be credited for module FLPX123 on the grounds of FLGX123 already passed or vice versa.

#### HSC.5.9.1.2 Compilation of programme: Physiology and Biochemistry 8DJ H01; 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				WVLS317	X	12
<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>68</b>
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			
			WVGW222	X	12			
<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>64</b>
<b>Total Year Level 1</b>		<b>120</b>	<b>Total Year Level 2</b>		<b>132</b>	<b>Total Year Level 3</b>		<b>132</b>
<b>Credit total of the curriculum</b>								<b>384</b>

#### HSC.5.9.2 Bachelor of Health Sciences with Physiology and Psychology

**QUALIFICATION- AND PROGRAMME CODE: 8DJ H02; G301P**

**SAQA ID: 112941**

**PROGRAMME OU AND NAME: 8665 PC PHYSIOLOGY**

##### HSC.5.9.2.1 Programme outcomes

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

- a. integrate complete and systematic knowledge and skills in Physiology with relevant theories, practices and regulations of Psychology or Nutrition and utilize applied competencies and skills to practice the identification and prevention of health problems in the different communities in South

Africa in such a way that responses will indicate that responsible decisions have been taken by thinking scientifically, critically and creatively.

- b. demonstrate scientific knowledge and applied competencies in specific contexts such as schools, work-places, research laboratories and the community from an ethically accountable framework with regard to: basic aid and programme presentation within the context of the various health science subject disciplines;
- c. effectively work with others at an individual level, as well as together in a team, group, organization and community, and to fulfil a leadership role.
- d. collect, 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;
- e. effectively communicate by means of visual and/or audio-visual devices in oral, writing audio-visual presentations.

Students must pass FLGX113 before they will be allowed to progress with any other Physiology module. Students can't be credited for module FLGX114 on the grounds of FLGX113 or FLPX113 already passed or vice versa. Students can't be credited for module FLPX113 on the grounds of FLGX114 already passed or vice versa. Students can't be credited for module FLPX123 on the grounds of FLGX123 already passed or vice versa.

HSC.5.9.2.2 Compilation of programme: Physiology and Psychology 8DJ H02; 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				WVLS317	X	12
<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>76</b>	<b>Total 1<sup>st</sup> semester</b>		<b>68</b>
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	WVGW222	X	12	PSYC323	H	16
<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>56</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>64</b>
<b>Total Year Level 1</b>		<b>120</b>	<b>Total Year Level 2</b>		<b>132</b>	<b>Total Year Level 3</b>		<b>132</b>
<b>Credit total of the curriculum</b>								<b>384</b>

## **HSC.5.10 SCHOOL OF APPLIED HEALTH SCIENCES: HONOURS PROGRAMME**

### **HSC.5.10.1 Bachelor of Health Sciences Honours in Physiology**

**QUALIFICATION- AND PROGRAMME CODE: 8EA L01; G602P**

**SAQA ID: 112836**

### **HSC.5.10.2 Duration (minimum and maximum)**

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

### **HSC.5.10.3 Admission requirements of the qualification**

The honours degree follows a three or four-year qualification or after the status of a Bachelor's degree is acquired. (NQF 7 level required)

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

### **HSC.5.10.4 Outcomes of the qualification**

After completing the qualification, students should demonstrate the following:

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

### **HSC.5.10.5 Programme: Physiology**

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

The program is presented Full-time (student must attend class-spread modules over two years).

### **HSC.5.10.6 Faculty specific rules and requirements of the programme**

- a. A BSc degree with Physiology as a major subject or an equivalent qualification with in-depth knowledge of Physiology;
- b. Selection takes place during September to October and is subject to available capacity and approval by the school director in cooperation with the research director.
- c. Minimum of 65% average in Physiology on third-year level is required.

It is strongly recommended that the student should provide proof of immunisation against Hepatitis A+B.

**HSC.5.10.7 Compilation of programme: Physiology 8EA L01; G602P**

<b>Module code</b>	<b>Descriptive name</b>	<b>Credits</b>
PHYS615	CELLULAR SIGNALLING OF THE CARDIOVASCULAR SYSTEM	16
PHYS616	DETERMINANTS OF BLOOD PRESSURE AND HYPERTENSION	16
PHYS625	END ORGAN DAMAGE	16
PHYS626	CARDIOVASCULAR PATHOLOGY AND TREATMENT	16
PHYS672*	RESEARCH REPORT	32
PHYS673*	RESEARCH METHODOLOGY	24
<b>Total credits for the curriculum</b>		<b>120</b>

## **HSC.6 BACHELOR OF PHARMACY**

**QUALIFICATION- AND PROGRAMME CODE: 8EK K01; G401P**

**SAQA ID: 72784**

**PROGRAMME OU AND NAME: 8666 PC SCHOOL OF PHARMACY**

### **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 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.6.3 CURRICULUM OUTCOMES**

**(Exit level outcomes 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.6.4 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 1.13). Extension of the study period may take place according to the stipulations of A-Rule 1.16.

## **HSC.6.5 ADMISSION REQUIREMENTS FOR THE QUALIFICATION**

### **HSC.6.5.1 General admission requirements stipulated in A-Rule 1.5 together with the applicable terms in faculty rules prevail. 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 Sciences level 5 (60-69%)
- c. Language requirement: Level 4 (50%-59%) for language of tuition
- d. Life Sciences is recommended
- e. APS-score: An APS-score of at least 32;
  - 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.
- f. Admitted 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.

## **HSC.6.6 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 1<sup>st</sup> 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. Learning in workplace + Community.
- c. A student in his / her first year of study (year level 1) must register as a pharmacist student with the council on a date as determined by the South African Pharmacy Council (SAPC) 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.15.8 in this yearbook.

#### **HSC.6.7 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:

- 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 FKL312 and FKL322, if FKL212 and FKL222 have been passed.)
- b. A student may only register for the 2<sup>nd</sup> semester modules of year level 4, namely FFSG421, and FNPG421. 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 first 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.
- 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.
- f. Students who are in their 3<sup>rd</sup> year of study, may request to register for WVPS321 in their 3<sup>rd</sup> year of study via student portal.

#### **HSC.6.8 ARTICULATION AND EXIT POINTS**

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

**HSC.6.8.1 Compilation of programme: Pharmacy 8EK K01; 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	A	-	FBCG211	H	8	FCHG312	H	16	FCHG413	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						
<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>80</b>	<b>Total 1<sup>st</sup> semester</b>		<b>80</b>	<b>Total 1<sup>st</sup> semester</b>		<b>80</b>
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
ALDA/E122	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			
			WVGW222	X	12						
<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>68</b>
<b>Total Year Level 1</b>		<b>120</b>	<b>Total Year Level 2</b>		<b>152</b>	<b>Total Year Level 3</b>		<b>148</b>	<b>Total Year Level 4</b>		<b>148</b>
<b>Credit total of the curriculum</b>										<b>568</b>	

**HSC.6.9 POSTGRADUATE DIPLOMA IN COSMETIC PRODUCT FORMULATION**
**QUALIFICATION- AND PROGRAMME CODE: 8DQ D01; G501P**
**SAQA ID: 99283**
**(Full-time/Part-time - contact)**

The Postgraduate Diploma in Cosmetic Product Formulation is only presented by the Potchefstroom Campus of the North-West University. Compulsory contact sessions will be scheduled.

The programme/curriculum is only presented in English.

**HSC.6.9.1 Duration of study**

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

**HSC.6.9.2 Faculty specific rules and requirements of the programme**

A student qualifies for acceptance into the Postgraduate Diploma in Cosmetic Product Formulation if he/she has:

- a professional 4-year Bachelor of Pharmacy degree at NQF level 8; or;
- a Bachelor of Science degree with at least one of the following major fields of study completed at NQF level 7: Chemistry, Physics, Biochemistry, Botany, Medical Sciences, Microbiology, Physiology, Zoology; or
- any other cognate qualification that the NWU Senate accepts as equivalent;
- it should be noted that, irrespective of the nature of the entry qualification, Chemistry at least at NQF level 5 is required;
- admission is subject to selection by the Director of the Centre of Excellence for Pharmaceutical Sciences;

- f) computer literacy and internet access is a necessity. Students must be able to read documents in Adobe PDF and create documents in Microsoft Word.

### **HSC.6.9.3 Programme: Cosmetic product formulation**

The purpose of the qualification is to professionally develop candidates already working within the field of Cosmetics Sciences by providing them with relevant and advanced knowledge, skills and competences in the field of product formulation for application in the cosmetic industry. Specifically, the student will obtain professional competence in aspects of product development, formulation and evaluation, to be applied in different practice settings. Successful completion of the qualification will therefore ensure provision of highly skilled professional workers within the field of new product development that has been identified by Government and Industry as an important strategic goal for progress in job creation in this field.

#### **HSC.6.9.3.1 Curriculum G501P: Postgraduate Diploma in Cosmetic Product Formulation**

- a. The curriculum consists of 8 modules.
- b. All modules are compulsory.
- c. Basic computer skills are a pre-requisite for this programme.

#### **HSC.6.9.3.2 Curriculum outcomes**

After completion of the Postgraduate Diploma in Cosmetic Product Formulation, the student will demonstrate:

- integrated and advanced knowledge of, and the ability to select, evaluate and apply, the basic scientific principles relevant within the field of cosmetic sciences;
- demonstrate integrated and advanced knowledge of raw material classifications, their respective mechanism of actions and possible incompatibilities with a view to compile either formulations or products;
- demonstrate advanced and integrated knowledge of the various processes during the development, manufacturing and distribution of cosmetic products that may influence the stability, quality and function of the end product with a view to select suitable manufacturing and packaging options, and to advise on appropriate storing conditions in practice settings;
- the ability to analyse and critically evaluate and interpret new product briefs and advise best formulation and/or delivery systems;
- the ability to understand and critically apply cosmetic regulations, claim substantiation, product testing and methods of evaluation;
- advanced and complete understanding of the cosmetic product development process with a view to successfully implement the process and prepare a product dossier of a formulated cosmetic product.

Module code	Descriptive name	Credits
<b>First semester</b>		
PFCP511	COSMETIC SCIENCE, RESEARCH, DEVELOPMENT AND MANUFACTURING	40
PFCP512	FORMULATION OF PERSONAL CARE PRODUCTS	8
PFCP513	FORMULATION OF SKIN CARE PRODUCTS	16
<b>Total semester 1</b>		<b>64</b>
<b>Second semester</b>		
PFCP521	FORMULATION OF SUN CARE PRODUCTS	16
PFCP522	FORMULATION OF FRAGRANCE PRODUCTS	8
PFCP523	FORMULATING HAIR CARE PRODUCTS: SHAMPOOS AND CONDITIONERS	8
PFCP524	FORMULATING CHEMICAL HAIR CARE PROCESSING PRODUCTS	8
PFCP525	FORMULATING COLOUR COSMETIC PRODUCTS	16
<b>Total semester 2</b>		<b>56</b>
<b>Total credits for curriculum</b>		<b>120</b>

## **HSC.7 SCHOOL OF APPLIED HEALTH SCIENCES: SUBJECT GROUP CONSUMER SCIENCES**

### **HSC.7.1.1 Bachelor of Consumer Studies**

**QUALIFICATION- AND PROGRAMME CODE: 8EF H01; G301P**

**SAQA ID: 99633**

**PROGRAMME OU AND NAME: 8663 PC Consumer Sciences**

### **HSC.7.1.2 Site of delivery and delivery mode**

Potchefstroom (Afrikaans, English).

Full-time, Contact

### **HSC.7.1.3 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.7.1.4 Curriculum outcomes**

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

- 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;
- 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;
- 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;
- 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.7.1.5 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 1.13).

Extension of the study period may be determined according to provisions of A-Rule 1.16.

### **HSC.7.1.6 Admission requirements for the qualification**

The general admission requirements are described according to A-Rule 1.5 and further applicable regulations in faculty rules.

- a. A prospective student who meets the requirements of the NSC or NC(V) for degree studies, may qualify for admission.
- b. Applicants with a Senior Certificate with matriculation endorsement or a matriculation exemption may also qualify for admission.
- c. In addition, an APS score of at least 24
- d. Language requirement: Level 4 (50%-59%) for language of tuition
- e. At least one subject from the Natural Sciences passed on level 4 (50-59%) (designated natural science subjects: Mathematics OR Physical OR Agricultural OR Life Sciences);
- f. Level 6 (70%-79%) in Mathematical Literacy will be considered.

### HSC.7.1.7 Faculty-specific admission requirements

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

Also refer to HSC.1 of this yearbook.

### HSC.7.1.8 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 an Honours programme but students can apply at other institutions should they wish to continue with further studies.

### HSC.7.1.9 Compilation of programme: Consumer Studies 8EF H01; 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			
<b>Total 1<sup>st</sup> semester</b>		<b>56</b>	<b>Total 1<sup>st</sup> semester</b>		<b>80</b>	<b>Total 1<sup>st</sup> semester</b>		<b>68</b>
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	CSCP372	H	4
BMAN121	X	12	CSCP272	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	WVGW222	X	12	NUTF321	X	16
<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>64</b>
<b>Total Year Level 1</b>		<b>116</b>	<b>Total Year Level 2</b>		<b>140</b>	<b>Total Year Level 3</b>		<b>132</b>
<b>Credit total of the curriculum</b>								<b>388</b>

## HSC.7.2 BACHELOR OF CONSUMER SCIENCES IN FOOD PRODUCT MANAGEMENT QUALIFICATION- AND PROGRAMME CODE: 8DS K01 & K02; G401P

**SAQA ID: 99636**

### HSC.7.2.1 Site of delivery and delivery mode

Potchefstroom (Afrikaans, English).

Full-time, Contact

### HSC.7.2.2 Purpose of qualification

The primary purpose of the 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 Consumer Sciences qualification.

Upon offering products/services according to consumers' needs, various role-players are involved in the product cycle. 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, marketing, economy, chemistry, nutrition 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.7.2.3 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.7.2.4 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.7.2.5 Admission requirements for the qualification**

The general admission requirements are described according to A-Rule 1.5 and further applicable regulations in faculty rules.

- a. A prospective student who meets the requirements of the NSC or NC(V) for degree studies, may qualify for admission.
- b. Applicants with a Senior Certificate with matriculation endorsement or a matriculation exemption may also qualify for admission.
- c. In addition, an APS score of 24.
- d. Language requirement: Level 4 (50%-59%) for language of tuition
- 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.

- Food communication: At least one subject from the Natural Sciences passed on level 4 (50-59%) (designated natural science subjects: Mathematics OR Physical OR Agricultural OR Life Sciences); Level 6 (70%-79%) in Mathematical Literacy will be considered.

#### HSC.7.2.6 Faculty-specific admission requirements

Admission is subjected to the availability of capacity in the subject field. Also refer to HSC.1 of this Yearbook.

#### HSC.7.2.7 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.

Admission to any level in the BConSci in Food Product Management / Fashion Retail Management programmes, 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 to 3 before they will be allowed to register for year level 4 modules.

#### HSC.7.2.8 Articulation and exit points

Successful completion of this qualification serves as an entry point to the Master of Consumer Sciences but is subject to a selection process as well as available capacity in the subject field.

#### HSC.7.2.9 Compilation of programme: Consumer Sciences in Food Product Management with Food Supply 8DS K01; 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	A	-	BMAR213	X	16	BMAN213	X	16	CSCB471*	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	CSCP472*	H	8
FLGX114	X	12	MKBX213	X	8	EKIP212	X	16	CSCR471*	H	16
NUTB112	X	12							CSCT471*	H	16
<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> semester</b>		<b>72</b>	<b>Total 1<sup>st</sup> semester</b>		
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
ALDA/E122	X	12	BMAN223	X	16	BMAR222	X	16			
BMAN121	X	12	CSCP272	H	4	CSCB321	H	16			
COMS124	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	CSCP372	H	4			
			WVGW222	X	12	NUTF321	X	16			
<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>80</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>120</b>
<b>Total Year Level 1</b>		<b>120</b>	<b>Total Year Level 2</b>		<b>132</b>	<b>Total Year Level 3</b>		<b>152</b>	<b>Total Year Level 4</b>		<b>120</b>
<b>Credit total of the curriculum</b>										<b>524</b>	

\* Year modules

**HSC.7.2.10 Compilation of programme: Consumer Sciences in Food Product Management with Food Communication  
8DS K02; 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	A	-	BMAR213	X	16	BMAN213	X	16	CSCB471*	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	CSCP472*	H	8
FLGX114	X	12	MKBX213	X	8	KCOM211	X	16	CSCR471*	H	16
NUTB112	X	12							CSCT471*	H	16
<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> semester</b>		<b>72</b>	<b>Total 1<sup>st</sup> semester</b>		
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
ALDA/E122	X	12	BMAN223	X	16	BMAR222	X	16			
BMAN121	X	12	CSCP272	H	4	CSCB321	H	16			
COMS124	X	12	NUTF222	X	12	CSFD321	H	16			
CSFD121	H	12	KCOM121	X	12	CSFD323	H	12			
NUTB121	X	12	STTN122	X	12	CSCP372	H	4			
			WVGW222	X	12	NUTF321	X	16			
<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>80</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>120</b>
<b>Total Year Level 1</b>		<b>120</b>	<b>Total Year Level 2</b>		<b>132</b>	<b>Total Year Level 3</b>		<b>152</b>	<b>Total Year Level 4</b>		<b>120</b>
<b>Credit total of the curriculum</b>										<b>524</b>	

\* Year modules

**HSC.7.3 BACHELOR OF CONSUMER SCIENCES IN FASHION RETAIL MANAGEMENT  
QUALIFICATION- AND PROGRAMME CODE: 8DT K01 & K02; G401P**

**SAQA ID: 101751**

**HSC.7.3.1 Site of delivery and delivery mode**

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

**HSC.7.3.2 Purpose of qualification**

The primary purpose of the 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 Consumer Sciences 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 and marketing 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.7.3.3 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.7.3.4 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 1.13). Extension of the study period may be determined according to provisions of A-Rule 1.16.

#### **HSC.7.3.5 Admission requirements for the qualification**

The general admission requirements are described according to A-Rule 1.5 and further applicable regulations in faculty rules.

- a. A prospective student who meets the requirements of the NSC or NC(V) for degree studies, may qualify for admission.
- b. Applicants with a Senior Certificate with matriculation endorsement or a matriculation exemption may also qualify for admission.
- c. In addition, an APS score of 24.
- d. Language requirement: Level 4 (50%-59%) for language of tuition
- 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.
  - Fashion communication: At least one subject from the Natural Sciences passed on level 4 (50-59%) (designated natural science subjects: Mathematics OR Physical OR Agricultural OR Life Sciences); Level 6 (70%-79%) in Mathematical Literacy will be considered.

#### **HSC.7.3.6 Faculty-specific admission requirements**

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

Also refer to HSC.1 of this yearbook.

**HSC.7.3.7 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.

Admission to any level in the BConSci in Food Product Management / Fashion Retail Management programmes, 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 to 3 before they will be allowed to register for year level 4 modules.

**HSC.7.3.8 Articulation and exit points**

Successful completion of this qualification serves as an entry point to the Master of Consumer Sciences but is subject to a selection process as well as available capacity in the subject field.

**HSC.7.3.9 Compilation of programme: Consumer Sciences in Fashion Retail Management with Fashion Supply 8DT K01; 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	A	-	BMAR213	X	16	BMAN213	X	16	CSCB471*	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	CSCP472*	H	8
CSOS111	H	8	KCOM112	X	12	EKIP212	X	16	CSCR471*	H	16
ECON112	X	12							CSCT471*	H	16
<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>68</b>	<b>Total 1<sup>st</sup> semester</b>		<b>76</b>	<b>Total 1<sup>st</sup> semester</b>		
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
ALDA/E122	X	12	BMAN223	X	16	BMAR222	X	16			
BMAN121	X	12	CSMD221	H	16	COMS221	X	16			
COMS124	X	12	CSCP272	H	4	CSCB321	H	16			
CSMD121	H	12	STTN122	X	12	CSMD322	H	16			
ECON122	X	12	WVGW222	X	12	CSMP321	H	12			
						CSCP372	H	4			
<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>80</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>120</b>
<b>Total Year Level 1</b>		<b>120</b>	<b>Total Year Level 2</b>		<b>128</b>	<b>Total Year Level 3</b>		<b>156</b>	<b>Total Year Level 4</b>		<b>120</b>
<b>Credit total of the curriculum</b>										<b>524</b>	

\* Year modules

**HSC.7.3.10 Compilation of programme: Consumer Sciences in Fashion Retail Management with Fashion Communication 8DT K02; 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	A	-	BMAR213	X	16	BMAN213	X	16	CSCB471*	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	CSCP472*	H	8
CSOS111	H	8	KCOM112	X	12	KCOM211	X	16	CSCR471*	H	16
KCOM111	X	12							CSCT471*	H	16
<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>68</b>	<b>Total 1<sup>st</sup> semester</b>		<b>76</b>	<b>Total 1<sup>st</sup> semester</b>		
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
ALDA/E122	X	12	BMAN223	X	16	BMAR222	X	16			
BMAN121	X	12	CSMD221	H	16	COMS221	X	16			
COMS124	X	12	CSCP272	H	4	CSCB321	H	16			
CSMD121	H	12	STTN122	X	12	CSMD322	H	16			
KCOM121	X	12	WVGW222	X	12	CSMP321	H	12			
						CSCP372	H	4			
<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>80</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>120</b>
<b>Total Year Level 1</b>		<b>120</b>	<b>Total Year Level 2</b>		<b>128</b>	<b>Total Year Level 3</b>		<b>156</b>	<b>Total Year Level 4</b>		<b>120</b>
<b>Credit total of the curriculum</b>											<b>524</b>

\* Year modules

## **HSC.8 SCHOOL OF APPLIED HEALTH SCIENCES: SUBJECT GROUP DIETETICS**

### **HSC.8.1 BACHELOR OF SCIENCE IN DIETETICS**

**QUALIFICATION- AND PROGRAMME CODE: 8EL K01; G401P**

**SAQA ID: 72785**

**PROGRAMME OU AND NAME: 8664 PC NUTRITION**

### **HSC.8.2 SITE OF DELIVERY AND DELIVERY MODE**

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

### **HSC.8.3 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 nutrition, 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.8.4 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 organisations 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 and 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.8.5 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 1.13). Extension of the study period may take place according to the stipulations of A-Rule 1.16.

### **HSC.8.6 ADMISSION REQUIREMENTS FOR THE QUALIFICATION**

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

- a. Mathematics level 5 (60-69%) and Natural Science level 5 (60-69%)
- 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.
- c. APS-score of at least 30 is required.
- d. Language requirement: Level 4 (50%-59%) for language of tuition

- e. Academic paper selection

- Best average mark;

Particulars of the requirements and procedures are obtainable from the director of the School of Applied Health Sciences.

Applications closes on 30 September

#### **HSC.8.7 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 the possession of a driver's license is strongly recommended (before the start of the fourth study year).
- c. Membership of a professional association is recommended 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. Also refer to HSC.1 of this yearbook.

#### **HSC.8.8 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. Modules in year level 4 may only be taken once all the modules as prescribed up to year level 3 have been passed. NOTE: refer to HSC.1.6.2 e; A-Rule 2.4
- c. A participation mark of 50% is required for all modules in year level 4 for admission to examination.
- d. For modules that have traditional exams, students must earn a participation mark of at least 50% in all year level 4 modules in order to be eligible to take the examination. On the other hand, for modules that use continuous assessment, students must achieve a final mark higher than 50% in order to pass the module.
- e. After successfully completing the BSc in Dietetics degree the student will acquire admission to the MSc degree in Nutrition, but this 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 achieve a pass mark of 60% in each of the following modules: NUTT312, NUTT323, NUTT324, NUTR321 and NUTR471 or equivalent modules;
  - Descriptive statistics (STTN111) or an equivalent module is a co-requisite (A-Rule 2.3.3).

#### **HSC.8.9 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.8.10 COMPILATION OF PROGRAMME: DIETETICS 8EL K01; 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
ALDA/E111	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	CSFD211	X	16	STTN111	X	12			
<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>84</b>	<b>Total 1<sup>st</sup> semester</b>		<b>72</b>			
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	BCHG221	X	16	FLGX329	H	8			
ANAV122	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	WVGW222	X	12	NUTT324	H	12			
<b>Total 2<sup>nd</sup> semester</b>		<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>88</b>			
<b>Total Year Level 1</b>		<b>132</b>	<b>Total Year Level 2</b>		<b>156</b>	<b>Total Year Level 3</b>		<b>160</b>	<b>Total Year Level 4</b>		<b>128</b>
<b>Credit total of the curriculum</b>										<b>576</b>	

\* Year module

## **HSC.9 SCHOOL OF APPLIED HEALTH SCIENCES: HONOURS PROGRAMME**

### **HSC.9.1 BACHELOR OF SCIENCE HONOURS IN NUTRITION**

**QUALIFICATION- AND PROGRAMME CODE: 8DN L01; G601P**

**SAQA ID: Details still under construction at SAQA**

### **HSC.9.2 DURATION (MINIMUM AND MAXIMUM)**

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

### **HSC.9.3 ADMISSION REQUIREMENTS OF THE QUALIFICATION**

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

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

Selection is subject to available capacity and approval by the director. This degree will only be offered if there are enough students which will be decided on by the director.

### **HSC.9.4 OUTCOMES OF THE QUALIFICATION**

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

- a. extensive and systematic knowledge in the field of nutrition and particularly in specialisation areas like the planning and execution of epidemiological research programmes, nutrition at public health level, sport and exercise physiology and the genetic composition of different communities and the importance thereof for health promotion;
- b. skills to apply a well-rounded and coherent and critical understanding of the principles and theory of nutrition, while relevant information in a specialist area (as mentioned above) of nutrition is gathered, analysed and evaluated at a critical and advanced level, after which the information is processed to arrive at ethically responsible decisions based on well-grounded theories and proven facts; and
- c. the capability as entrepreneur to identify and analyse real, complex nutrition-related lifestyle illnesses in communities and to plan and execute creative and innovative nutrition-related intervention programmes in an ethically responsible manner by using proven solutions and theory-driven arguments through group work and the use of Information Technology as means of communication.

### **HSC.9.5 PROGRAMME: NUTRITION**

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

The program is presented on a Full-time basis and the closing date for applications is 31 August.

### **HSC.9.6 FACULTY SPECIFIC RULES AND REQUIREMENTS OF THE PROGRAMME**

- a. A BSc degree with Nutrition as major subject or an equivalent qualification is required.
- b. Selection starts on the 1st of September and is subject to the students' academic performance and available capacity in the subject group.
- c. Final selection is subject to the approval of the Nutrition department post-graduate selection committee and the school director.
- d. At least 60% in Nutrition at undergraduate level in each of the third year Nutrition modules and the research module will be required.
- e. STTN111 or a comparable statistics module must have been passed before or must be passed during the honours year.
- f. Students who wish to register for this degree must submit proof of immunisation against hepatitis A and B in the previous five years, and international students should strongly comply with immunisation requirements set by the International office.

- g. In addition to faculty specific rules and requirements and to ensure that all selected post-graduate students can function at the same academic level, a compulsory introductory course in nutrition science must be completed. The course will take place over a fixed period at the beginning of each academic year, prior to the NWU registration deadline (dates will be communicated). Selected students must complete the course before commencement of the formal study program. This course is used to identify areas of development for each newly registered post-graduate student.
- h. A participation mark as stipulated for the specific module should be obtained by the student in order to be admitted for examination.
- i. A pass mark of 50% is required for all modules.
- j. Non-nutrition students who did not complete a BSc Dietetics or BSc Nutrition degree will be required to complete additional nutrition modules (non-credit bearing) on an *ad hoc* basis as determined by the postgraduate selection committee.

### **HSC.9.7 CURRICULUM: NUTRITION**

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

#### **HSC.9.7.1 Compilation of programme: Nutrition 8DN L01; G601P**

##### **Compulsory Modules:**

<b>Module code</b>	<b>Descriptive name</b>	<b>Credits</b>
NUTR671	RESEARCH REPORT	32

##### **Students may choose three of the following modules:**

<b>Module code</b>	<b>Descriptive name</b>	<b>Credits</b>
NUTG671	NUTRIGENETICS	32
NUTE611	NUTRITIONAL EPIDEMIOLOGY	32
NUTP621	PUBLIC HEALTH NUTRITION	32
NUTS671	SPORT NUTRITION	32
NUTA611	EVIDENCE-BASED DATA INTERPRETATION	32
<b>Total credits for the curriculum</b>		<b>128</b>

## **HSC.10 SCHOOL OF APPLIED HEALTH SCIENCES: SUBJECT GROUP OCCUPATIONAL HYGIENE**

### **HSC.10.1 BACHELOR OF HEALTH SCIENCES IN OCCUPATIONAL HYGIENE**

**QUALIFICATION- AND PROGRAMME CODE: 8EB K01; G401P**

**SAQA ID: 94138**

**PROGRAMME OU AND NAME: 8665 PC PHYSIOLOGY**

### **HSC.10.2 SITE OF DELIVERY AND DELIVERY MODE**

Potchefstroom (Afrikaans, English).

Full-time, Contact

### **HSC.10.3 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.10.4 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.10.5 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 1.13). Extension of the study period may take place according to the stipulations of A-Rule 1.16.

### **HSC.10.6 ADMISSION REQUIREMENTS FOR THE QUALIFICATION**

General admission requirements stipulated in A-Rule 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 Sciences 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;
- d. APS-score of 27;
- e. Language requirement: Level 4 (50%-59%) for language of tuition
- 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.

#### **HSC.10.7 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.

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.10.8 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.10.9 ARTICULATION AND EXIT POINTS**

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

**HSC.10.10 COMPILATION OF PROGRAMME: OCCUPATIONAL HYGIENE 8EB K01; 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	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									
<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> semester</b>		<b>72</b>	<b>Total 1<sup>st</sup> semester</b>		<b>64</b>
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
ALDA/E122	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			
			WVGW222	X	12						
<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>80</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>88</b>
<b>Total Year Level 1</b>		<b>120</b>	<b>Total Year Level 2</b>		<b>124</b>	<b>Total Year Level 3</b>		<b>152</b>	<b>Total Year Level 4</b>		<b>152</b>
<b>Credit total of curriculum</b>										<b>548</b>	

## **HSC.11 SCHOOL OF PSYCHOSOCIAL HEALTH: SUBJECT GROUP PSYCHOLOGY**

### **HSC.11.1 BACHELOR OF ARTS**

#### **HSC.11.2 SITE OF DELIVERY AND DELIVERY MODE**

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

#### **HSC.11.3 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.11.4 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.11.5 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.11.6 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. 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;
- b. Required APS-score: 26
- c. Language requirement: Level 4 (50-59%) for language of tuition
- d. Mathematical Literacy level 5 (60-69%); Mathematics level 3 (40%-49%)
- e. Prospective students will be subject to availability of capacity in the subject field. The best average mark will be taken into consideration.

## **HSC.11.7 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.11.7.1 Bachelor of Arts with Psychology and Geography and Environmental Management**

**QUALIFICATION- AND PROGRAMME CODE: 1GB H10; G301P**

**SAQA ID: 73050**

**PROGRAMME OU AND NAME: 8657 PC PSYCHOLOGY**

#### **HSC.11.7.1.1 Programme outcomes**

After completion of the programme Psychology and Geography and 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.11.7.1.2 Curriculum outcomes**

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

- a. practice as teachers in Geography and Psychology 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.11.7.1.3 Faculty-specific admission requirements**

Refer to HSC.1 of this yearbook.

#### **HSC.11.7.1.4 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.

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	<b>Select ONE:</b> LARM212 SOCY211	X	16	PSYC311	H	16
LARM112	X	12	PSYC211	H	16	PSYC312	H	16
PSYC111	H	12	PSYC212	H	16	WVLS317	X	12
SOCY111	X	12						
TMBP111	X	12						
<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> semester</b>		<b>76</b>
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	<b>Select ONE:</b> LARM221 SOCY221	X	16	PSYC321	H	16
<b>Select ONE:</b> IOPS121 SOCY121	X	12	PSYC221	H	16	PSYC323	H	16
PSYC121	H	12	WVGW222	X	12			
TMBP122	X	12						
<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>64</b>
<b>Total Year Level 1</b>		<b>120</b>	<b>Total Year Level 2</b>		<b>124</b>	<b>Total Year Level 3</b>		<b>140</b>
<b>Credit total of the curriculum</b>								<b>384</b>

- Students who want to continue with Labour Relations in their 2<sup>nd</sup> year, must consult with the Faculty of Economic and Management Sciences
- Students who want to continue with 2<sup>nd</sup> year Sociology, must refer to the Faculty of Humanities for pre-requisites for modules.

#### HSC.11.7.2 Bachelor of Arts with Psychology and Tourism Management

**QUALIFICATION- AND PROGRAMME CODE: 1GB H11; G301P**

**SAQA ID: 73050**

**PROGRAMME OU AND NAME: 8657 PC PSYCHOLOGY**

##### HSC.11.7.2.1 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.11.7.2.2 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.11.7.2.3 Faculty-specific admission requirements

Refer to HSC.1 of this yearbook.

#### HSC.11.7.2.4 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.11.7.2.5 Compilation of programme: Psychology and Tourism Management 1GB H11; 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	TMBP312	H	16
PSYC111	H	12	TMBP211	H	16	TMBP313	H	16
TMBP111	H	12				WVLS317	X	12
<b>Select ONE</b> ATSN111 FREB111 GERB111	X	12						
<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> semester</b>		<b>76</b>
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	PSYC323	H	16
PSYC121	H	12	TMBP221	H	16	TMBP321	H	16
TMBP122	H	12	WVGW222	X	12	TMBP322	H	16
<b>Select ONE</b> ATSN121 FREB121 GERB121	X	12						
<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>64</b>
<b>Total Year Level 1</b>		<b>120</b>	<b>Total Year Level 2</b>		<b>124</b>	<b>Total Year Level 3</b>		<b>140</b>
<b>Credit total of the curriculum</b>								<b>384</b>

### **HSC.11.7.3 Bachelor of Arts in Behavioural Sciences**

#### **HSC.11.7.3.1 Site of delivery and delivery mode**

Potchefstroom Campus (Afrikaans, English), Vanderbijlpark Campus (English).

Full-time, Contact

#### **HSC.11.7.3.2 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.11.7.3.3 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.11.7.3.4 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 1.13). Extension of the study period may be determined according to provisions of A-Rule 1.16.

#### **HSC.11.7.3.5 Admission requirements for the qualification**

The general admission requirements are described according to A-Rule 1.5 and further applicable regulations in faculty rules.

- a. 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;
- b. Required APS-score: 26
- c. Language requirement: Level 4 (50-59%) mark for language of tuition.
- d. Mathematics level 3 (40-49%) or Mathematical Literacy level 5 (60-69%)
- e. 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.

#### HSC.11.7.3.6 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.11.7.4 Bachelor of Arts in Behavioural Sciences with Psychology and Labour Relations Management

**QUALIFICATION- AND PROGRAMME CODE: 1GR H02; G301P/V**

**SAQA ID: 102538**

**PROGRAMME OU AND NAME: 8657 PC PSYCHOLOGY**

##### HSC.11.7.4.1 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.11.7.4.2 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.11.7.4.3 Faculty-specific admission requirements

- 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.

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
LARM112	H	12	PSYC212	H	16	PSYC312	H	16
PSYC111	H	12				WVLS317	X	12
STTN111	X	12						
<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> semester</b>		<b>76</b>
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
COMS124	X	12	STTN124	X	12	PSYC323	H	16
PSYC121	H	12	WVGW222	X	12			
<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>64</b>
<b>Total Year Level 1</b>		<b>120</b>	<b>Total Year Level 2</b>		<b>132</b>	<b>Total Year Level 3</b>		<b>140</b>
<b>Credit total of the Curriculum</b>								<b>392</b>

**HSC.11.8 BACHELOR OF SOCIAL SCIENCES WITH PSYCHOLOGY****QUALIFICATION- AND PROGRAMME CODE: 1GG H38; G301M****SAQA ID: 72786****HSC.11.8.1.1 Site of delivery and delivery mode**

Mahikeng Campus (English).

Full-time, Contact

**HSC.11.8.1.2 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.11.8.1.3 Qualification outcomes**

On completion of this qualification, the graduate should demonstrate:

- 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;
- the ability to analyse and evaluate types of knowledge appropriate to their field of study;
- 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.11.8.1.4 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 1.13). Extension of the study period may be determined according to provisions of A-Rule 1.16.

#### HSC.11.8.1.5 Admission requirements for the qualification

The general admission requirements are described according to A-Rule 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 26 and a level 4 (50-59%) for the language of tuition.

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	PSYC312	H	16
<b>Choose ONE:</b> DEVS111 or HPOP111 or SOCY111	H H H	12 12 12	<b>Continue the elective from Year 1:</b> DEVS211 or HPOP212 or SOCY211	H H H	16 16 16	<b>Continue the elective from Year 2:</b> DEVS311 or HPOP311 and HPOP312 or SOCY314 and SOCY317	H H H H H	32 16 16 16 16
<b>Choose ONE:</b> DEVS111 or ENLL111 or FREN111 or HIST112 or POLI112 or SETM111	X X X X X X	12 12 12 12 12 12	<b>Continue the elective from Year 1:</b> DEVS211 or ENLL211 or FREN211 or HIST213 or POLI213 or SETM211	X X X X X X	16 16 16 16 16 16	WVLS317	X	12
ALDE111	X	12						
HCOM117	X	12						
<b>Total 1<sup>st</sup> sem.</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> semester</b>		<b>76</b>
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	PSYC323	H	16
<b>Continue the elective from Year 1, Semester 1:</b> DEVS121 or HPOP121 OR SOCY121	H H H	12 12 12	<b>Continue the elective from Year 2, Semester 1:</b> DEVS221 or HPOP221 or SOCY221	H H H	16 16 16	<b>Continue the elective from Year 3, Semester 1:</b> DEVS321 or HPOP321 & HPOP322 or SOCY323 & SOCY326	H H H H H	32 16 16 16 16
<b>Continue the elective from Year 1, Semester 1:</b> DEVS121 or ENLL121 or FREN121 or HIST123 or POLI123 or SETM121	X X X X X X	12 12 12 12 12 12	<b>Continue the elective from Year 2, Semester 1:</b> DEVS221 or ENLL221 or FREN221 or HIST223 or POLI223 or SETM221	X X X X X X	16 16 16 16 16 16			
ALDE122	X	12	WVGW222	X	12			
<b>Total 2<sup>nd</sup> sem.</b>		<b>60</b>	<b>Total 2<sup>nd</sup> sem.</b>		<b>72</b>	<b>Total 2<sup>nd</sup> sem.</b>		<b>64</b>
<b>Total Year Level 1</b>		<b>120</b>	<b>Total Year Level 2</b>		<b>136</b>	<b>Total Year Level 3</b>		<b>140</b>
<b>Credit total of the curriculum</b>								<b>396</b>

## **HSC.12 SCHOOL OF PSYCHOSOCIAL HEALTH: HONOURS PROGRAMME**

### **HSC.12.1 BACHELOR OF HEALTH SCIENCES HONOURS IN PSYCHOLOGY**

**QUALIFICATION- AND PROGRAMME CODE: 8DL L01; G602P/M/V**

**SAQA ID: 112834**

### **HSC.12.2 DURATION (MINIMUM AND MAXIMUM)**

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

### **HSC.12.3 ADMISSION REQUIREMENTS OF THE QUALIFICATION**

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

Faculty specific admission requirements with regard to the different programmes presented in this faculty are outlined in the programme information in this yearbook.(HSC 11.6.1)

### **HSC.12.4 OUTCOMES OF THE QUALIFICATION**

After completing this qualification, the student should demonstrate:

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

### **HSC.12.5 PROGRAMME: PSYCHOLOGY**

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

The programme is presented on a Full-time basis and the closing date for applications is the end of August.

#### **HSC.12.5.1 Faculty specific rules and requirements of the programme (Selection is done in a phased approach)**

Candidates should be in possession of an applicable Bachelor's degree with third year Psychology or should have passed third year level with Development Psychology and Psychopathology (undergraduate) as part of a curriculum, as well as an average of 65% in all Psychology modules.

An initial paper selection takes place according to the criteria as determined by the school, where an average of 65% in Psychology modules is set as minimum criteria during the first B-degree. The complete

academic record is however taken into consideration but the department holds the decision to change the minimum criteria depending on the number of applications.

After the paper selection, a formal selection process follows.

If a candidate is enrolled for another qualification at the time of selection, selection will only be provisional and may be cancelled by the department if the aforementioned qualification is not completed at the end of the academic year.

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

A student must request for a second opportunity by completing a student request form. A student will only be allowed to write the second opportunity exams in two psychology modules at the end of the academic year. A-Rule 3.5.2 (25%)

#### **HSC.12.6 Compilation of programme: Psychology 8DL L01; G602P/M/V**

<b>Module code</b>	<b>Descriptive name</b>	<b>Credits</b>
PSYH611	PSYCHOLOGICAL EVALUATION.	16
PSYH613	APPLIED POSITIVE PSYCHOLOGY	16
PSYH614	ADULTHOOD PSYCHOPATHOLOGY	16
PSYH615	COMMUNITY PSYCHOLOGY: THEORY	16
PSYH621	INTERVENTION TECHNIQUES	16
PSYH622	THEORETICAL PERSPECTIVES ON RENDERING HELP	16
PSYH623	CHILD AND ADOLESCENT PSYCHOLOGY	16
PSYH624	CHILD AND ADOLESCENT PSYCHOPATHOLOGY	16
PSYH674*	RESEARCH REPORT: THEORY AND PRACTICE	40
<b>Total credits for curriculum</b>		<b>168</b>

\* Year module

#### **HSC.12.7 SCHOOL OF PSYCHOSOCIAL HEALTH: SUBJECT GROUP SOCIAL WORK**

##### **HSC.12.7.1 Bachelor of Social Work**

**QUALIFICATION- AND PROGRAMME CODE: 8EW K01; G401P/M/V**

**SAQA ID: 73056/23994**

**PROGRAMME OU AND NAME: 8658 PC, MC AND VC SOCIAL WORK**

##### **HSC.12.7.2 Site of delivery and delivery mode**

Potchefstroom Campus (Afrikaans, English), Mahikeng Campus (English), Vanderbijlpark Campus (English).

Full-time, Contact

##### **HSC.12.7.3 Purpose of qualification**

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

- Skills to challenge structural sources of poverty, inequality, oppression, discrimination and exclusion.
- Knowledge and understanding of human behaviour and social systems and the skills to intervene at the points where people interact with their environments in order to promote social well-being.
- The ability and competence to assist and empower individuals, families, groups, organisations and communities to enhance their social functioning and their problem-solving capacities.

- 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 inter-disciplinary teams as well as multi-sectoral teams.
- j. As stated, this is a professional qualification. The needs of South Africa and employers demand that social workers are well grounded in general practice with knowledge, understanding and skills in a variety of settings. This qualification aims to meet these demands and consequently there are no exit levels in Social Work other than at pre-2009 NQF Level 7 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.
- m. 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.12.7.4 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:
  - reflecting on and exploring a variety of strategies to learn more effectively,
  - participating as responsible citizens in the life of local communities and regions,
  - being culturally and aesthetically sensitive across a range of social contexts,
  - exploring education and career opportunities, and
  - developing entrepreneurial opportunities.

#### **HSC.12.7.5 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 1.13). Extension of the study period may take place according to the stipulations of A-Rule 1.16.

#### **HSC.12.7.6 Admission requirements for the qualification**

The general admission requirements are described according to A-Rule 1.5 and further applicable regulations in faculty rules.

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 and that their name do not appear on Part B of the National Child Protection Register.

- a. 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 considered.
- b. The required APS-score is 28
- c. Language requirement: Level 4 (50%-59%) for language of tuition

#### **HSC.12.7.7 Faculty-specific admission requirements**

- 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. Also refer to HSC.1.28.
- 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 and that their name do not appear on Part B of the National Child Protection Register. (How is this process managed? Add to Psychology as requirement as well?)
- 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 includes 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 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. Students should prove at the end of their third and fourth years that they have complied with all requirements of the practical works.
- i. Due to statutory requirements, no student will be allowed to register for 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).
- j. Also refer to HSC.1 of this yearbook.
- k. The selection of third year level Sociology (SOCY) modules depends on the availability of these modules at their campus of registration.
- l. Students need to pass all the methods of social work and the oral exam in BSWP471 to pass the module. Failing any of these assessments results failing the module and the student will have to repeat the module in totality. Also refer to HSC.1.14

#### **HSC.12.7.8 Faculty-specific rules**

- a. Students should comply with the pre-requisites of modules as stipulated in the lists of modules HSC.2, 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 must take note that curricula G402P and G403P phased out.
- e. Students need to obtain a module mark of at least 50% for all the modules in the fourth year to pass.
- f. The following modules will be assessed continuously: BSWP321, BSWG419, BSWG414, BSWG412, BSWG416, BSWI411, BSWI471 and BSWP471

#### **HSC.12.7.9 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.

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:

- a) the student has passed all modules on year level 1,2 or 3; and
- b) the student has passed at least five of the six social work modules on the 4<sup>th</sup> year level by the end of the first semester;
- c) the student has not cancelled any of the 4<sup>th</sup> year level modules.

If BSWP471 is cancelled due to not meeting these conditions, the student can continue with BSWI471.

The examination sub-minimum for all practical modules is 50%.

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

BSWI211, BSWI222, BSWI312, BSWI313, BSWI321, BSWI322-

A student passes a coursework module if a final module mark of 50% is attained, considering the provisions set out in the study guide and/or assessment plan regarding the examination sub-minimum and the ratio between the module participation and examination mark.

- a. 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 50% is attained in the assessment (A-Rule 1.12.3.2).
- b. 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 assessment tasks as approved by the relevant faculty board. (A-Rule 1.12.3.2.1)
- c. A minimum of four assessment tasks per module must be performed, one of which may be a thematically clustered assessment task for which the combined assessment mark may not exceed twenty percent (20%) of the module mark. (A-rule 1.12.3.2.2)
- d. Considering the allocating of a pass mark in a first semester first-year module, an executive dean may, notwithstanding the provisions of rule 1.12.3.2, 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 50% (A-Rule 2.5.2).
- e. Considering A-rules 1.3.3, 1.12, 1.16 and 1.18.3, 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 2.7.1).
- f. According to A-Rule 1.12.7 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 (1.12.7.1 - 1.12.7.4).
- g. The fourth-year modules are continuous and therefore students need to complete all formal assessment of a continuous assessment module.

## HSC.12.7.10 Compilation of programme: Social Work 8EW K01; 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
PSYC111	H	12	PSYC212	H	16	WVLS317	X	12	BSWG419	H	8
SOCY111	H	12	SOCY211	H	16	<b>Select between Psychology OR Sociology</b>			BSWI411	H	12
						PSYC311 and PSYC312	H H	16 and 16			
						<b>OR</b> SOCY314	H	16			
						<b>AND</b> SOCY317 (MC)/	H	16			
						SOCY315 (VC) /	H	16			
						SOCY316 (PC)	H	16			
<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>76</b>	<b>Total 1<sup>st</sup> semester</b>		<b>80</b>	<b>Total 1<sup>st</sup> semester</b>		<b>60</b>
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	<b>Select between Psychology or Sociology</b>					
SOCY121	H	12	PSYC221	H	16	PSYC321 and PSYC323	H H	16 and 16			
			SOCY221	H	16	<b>OR</b>					
			WVGW222	X	12	<b>Choose TWO</b> SOCY323	H	16			
						SOCY324 (VC) /	H	16			
						SOCY325 (PC) /	H	16			
						SOCY326 (MC)	H	16			
<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>76</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>80</b>
<b>Total Year Level 1</b>		<b>120</b>	<b>Total Year Level 2</b>		<b>152</b>	<b>Total Year Level 3</b>		<b>152</b>	<b>Total Year Level 4</b>		<b>140</b>
<b>Credit total of the curriculum</b>											<b>564</b>

## **HSC.13 SCHOOL OF NURSING**

### **HSC.13.1 BACHELOR OF NURSING**

**QUALIFICATION- AND PROGRAMME CODE: 8NE K01, G401P/M/V**

**SAQA ID: 109777**

### **HSC.13.2 SITE OF DELIVERY AND DELIVERY MODE**

Potchefstroom campus (Afrikaans/English), Mahikeng campus (English)

Full-time, Contact

Vanderbijlpark campus not for 2025

### **HSC.13.3 PURPOSE OF QUALIFICATION**

The BNursing 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 and Midwife) in the category community service, and after completion of one yearbook year of community service as Registered Nurse (General and Midwife).

### **HSC.13.4 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.13.5 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 1.13). Extension of the study period may take place according to the stipulations of A-Rule 1.16.

### **HSC.13.6 ADMISSION REQUIREMENTS FOR THE QUALIFICATION**

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

Pre-requisites:

- APS score: 25
- Physical Science or Mathematics or Life Sciences at level 4 (50-59%)
- Level 4 (50-59%) for language of tuition
- Applications close 31 July.

Participation in the "job shadowing programme" (40 hours) is recommended.

### **HSC.13.7 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 and Polio, being administered prior registration for the programme.

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.

- Where two or more modules are repeated in the same semester, the student will not be allowed to continue with the next study year.

- 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.
- A practical module is passed only if every one of the individual components / stations / procedures of the OSCE examination opportunity were passed, in other words if a student pass 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.
- Students must register at the South African Nursing Council within 30 days of registration at the University, as Nursing students;
- It is recommended that a student should register at a professional subject society to obtain indemnity;
- If you extend your studies with a year, 50 clinical hours for the year must be repeated (although the practical module was passed) to retain competency.
- If a student failed a theory module, the student needs to repeat 100% of the module requirements. If a student has to repeat a practical module, the student has to repeat 100% of the assignments/procedures, but only 50 clinical hours for the practical module failed (providing that the student completed the required number of hours in the previous year).
- The compulsory clinical hours prescribed by the Statutory Council for the B Nursing programme is 3000 clinical hours.
- 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 were met. Students are referred to the programme requirements.

**HSC.13.8 COMPILATION OF PROGRAMME: 8NE K01, 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	-	NSMS211	H	12	NSMS311	H	12	HCME411	H	8
NSFN111	H	12	NSCH211	H	12	MIDA311	H	16	NSRM411	H	8
ANAV112	X	12	FLPV214	X	12	NSMP311	H	16	WVLS317	X	12
NSCH111	H	12	PHAN211	X	8	*MIDP371	H	32	NSMH411	H	8
NSFP111	H	12	NSMP211	H	16				MIDN411	H	24
									*NSRP471	H	8
									MIDP471	H	32
<b>Total 1<sup>st</sup> semester</b>		<b>48</b>	<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>76</b>	<b>Total 1<sup>st</sup> semester</b>		<b>100</b>
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
ALDA/E122	X	12	NSMS221	H	12	NSMS321	H	12	HCMU421	H	8
NSFN121	H	12	IBCH221	X	8	MIDI321	H	16	NSMH421	H	8
ANAV122	X	12	FLPV223	X	12	NSMP321	H	16	NSMP421	H	8
MKBN121	X	12	PHAN221	X	8				PHAP421	X	8
PSYC121	X	12	WVGW222	X	12				HCMP421	H	8
NSFP121	H	12	NSMP221	H	16						
<b>Total 2<sup>nd</sup> semester</b>		<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>44</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>40</b>
<b>Total Year Level 1</b>		<b>120</b>	<b>Total Year Level 2</b>		<b>128</b>	<b>Total Year Level 3</b>		<b>120</b>	<b>Total Year Level 4</b>		<b>140</b>
<b>Credit total of the Curriculum</b>											<b>508</b>

\*Practical modules, such as NSRP471, MIDP371 and MIDP471, indicate a year course with the summative assessment taking place at the end of the academic year.

\*Practical modules, such as NSFP111 and NSFP121, NSMP211 and NSMP221 together with NSMP311 and NSMP321 marks will only be available after the second assessment at the end of the year.

## HSC.14 UNDERGRADUATE QUALIFICATIONS, PROGRAMMES AND CURRICULUMS - PHASING OUT

DEGREE/DIPLOMA	QUALIFICATION AND PROGRAMME CODE	COMMENTS
<b>Diploma in Coaching Science</b> <i>Refer to 2023 yearbook</i>	8EN A01; G201P/M	This programme is phasing out.
<b>Bachelor of Health Sciences in Biokinetics</b> <i>Refer to 2018 yearbook</i>	8DR K01; G401P	This programme phased out. Only presented for pipeline students
<b>Bachelor of Social Work</b> <i>Refer to 2017 yearbook</i>	111 101; G403P/M/V	This programme phased out. Only presented for pipeline students
<b>Bachelor of Pharmacy</b> <i>Refer to 2017 yearbook</i>	800 101; G413P	This programme phased out. Only presented for pipeline students
<b>Bachelor of Nursing Sciences (BNSC)</b> <i>Refer to 2019 yearbook</i>	270 102, N111M	This programme is phasing out. Only presented for pipeline students
<b>Baccalaureus Curationis (BCur)</b> <i>Refer to 2019 yearbook</i>	120 101; G409P	This programme is phasing out. Only presented for pipeline students

## HSC.15 MODULE OUTCOMES

### HSC.15.1 SCHOOL OF HUMAN MOVEMENT SCIENCES

<b>Module code: HMDC111</b>	<b>Semester 1</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: SUPPLEMENTATION AND ENERGY SYSTEMS</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"><li>• basic knowledge to identify the different energy systems;</li><li>• an informed understanding on how different components affect the delivery of energy during various sporting codes;</li><li>• the ability to differentiate between the different categories of supplements; and</li><li>• acquired knowledge to report and discuss the ethical implications found in sport.</li></ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"><li>• apply the basic knowledge to identify the different energy systems;</li><li>• identify the different components that affect the delivery of energy during various sporting codes;</li><li>• differentiate between the different categories of supplements; and</li><li>• use the acquired knowledge to report and discuss the ethical implications found in sport.</li></ul> <b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"><li>• Class tests</li><li>• Assignments</li><li>• Class debate</li></ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"><li>• Theory exam</li></ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"><li>• Participation mark 50%</li><li>• Exam mark 50%</li></ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: HMDC112</b>	<b>Semester 1</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: LONG-TERM ATHLETE DEVELOPMENT</b>		
<b>Module outcomes:</b> On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"><li>• comprehensive understanding of the key factors in Long-term athlete development;</li><li>• fundamental knowledge of the stages of Long-term athlete development; and</li><li>• the ability to apply the correct terminology with regards to long-term athlete development.</li></ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"><li>• evaluate the training phases in long-term athlete development;</li><li>• apply the correct terminology regarding long-term athlete development; and</li><li>• compile a periodization plan.</li></ul> <b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"><li>• Class tests</li><li>• Assignments</li></ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"><li>• Theory exam</li></ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"><li>• Participation mark 50%</li><li>• Exam mark 50%</li></ul>		
<b>Method of delivery:</b> Full-time		

<b>Module code: HMDC121</b>	<b>Semester 2</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: BASIC ANATOMY AND SPORT PHYSIOLOGY</b>		
<p><b>Module outcomes:</b> On completion of the module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• fundamental knowledge in defining and applying different anatomic principles;</li> <li>• informed understanding of the anatomic structures;</li> <li>• the ability to identify, analyse and evaluate sport physiological problems; and</li> <li>• ethical and professional behaviour in proposing solutions in the conditioning program to improve performance.</li> </ul>		
<p><b>Assessment criteria:</b> Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> <li>• define and apply different principles in the identification and description of the various skeletal- and muscular structures;</li> <li>• 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;</li> <li>• identify and describe the anatomic structures of the different bones (skeletal system) and joints (articular system), as well as the primary muscles (muscular system);</li> <li>• formulate physiological funded solutions to evaluate weight loss and conditioning programs to improve performance; and</li> <li>• act in an ethical and professional manner when conducting conditioning programs.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• Theory exam</li> </ul> <p><b>Assessment plan:</b> Module mark consist of:</p> <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: HMDC211</b>	<b>Semester 1</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: INTRODUCTION TO SPORT INJURIES</b>		
<p><b>Module outcomes:</b> On completion of the module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• comprehensive understanding of a multi-disciplinary approach to acute sport injuries;</li> <li>• profound knowledge and understanding of common musculo-skeletal injuries and conditions;</li> <li>• fundamental knowledge of incidence, symptoms and possible causes of common musculo-skeletal injuries; and</li> <li>• the ability to recognise possible signs and symptoms indicating emergency medical attention, acute management and possible further investigation or referral of the injured patient.</li> </ul>		
<p><b>Assessment criteria:</b> Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> <li>• apply a comprehensive understanding of a multi-disciplinary approach to acute sport injuries;</li> <li>• demonstrate a profound knowledge and understanding of common musculo-skeletal injuries and conditions;</li> <li>• identify incidence, symptoms and/or possible causes of common musculo-skeletal injuries; and</li> <li>• recognise possible signs and symptoms indicating emergency medical attention, acute management and further investigating or referral of the patient.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• Theory exam</li> </ul> <p><b>Assessment plan:</b> Module mark consist of:</p> <ul style="list-style-type: none"> <li>• Participation mark 50%</li> </ul>		

<ul style="list-style-type: none"> <li>Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMDC212	<b>Semester 1</b>	<b>NQF level: 6, Credits: 16</b>
<b>TITLE: SPORT SPECIFIC PERCEPTUAL SKILLS</b>		
<p><b>Module outcomes:</b> On completion of the module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>detailed knowledge on the various perceptual skills in sport;</li> <li>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;</li> <li>fundamental knowledge in perceptual skill training; and</li> <li>the ability to evaluate existing interventions, methods and equipment utilised in the perceptual expertise with regard to pattern recognition, attentional focus, and sport vision.</li> </ul>		
<p><b>Assessment criteria:</b> Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> <li>demonstrate a thorough understanding of the different perceptual skills utilised in sport;</li> <li>explain the integration of various perceptual skills and the effect thereof on performance;</li> <li>apply fundamental knowledge to identify important perceptual skills; and</li> <li>compile a perceptual training program based on scientific evidence.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>Class tests</li> <li>Assignments</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>Theory exam</li> </ul> <p><b>Assessment plan:</b> Module mark consist of:</p> <ul style="list-style-type: none"> <li>Participation mark 50%</li> <li>Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMDC213	<b>Semester 1</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: INTRODUCTION TO GYMNASIUM WORK</b>		
<p><b>Module outcomes:</b> On completion of the module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>acquired knowledge on the execution of the various techniques within a gymnasium;</li> <li>the ability to consider specific exercise guidelines as well as gymnasium health and safety protocols; and</li> <li>behaviour in accordance with the code of conduct of an exercise practitioner.</li> </ul>		
<p><b>Assessment criteria:</b> Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> <li>successfully demonstrate, evaluate and correctly apply the various exercise techniques in a gymnasium;</li> <li>draft a policy on the various exercise guidelines and health and safety protocols; and</li> <li>act according to the code of conduct of an exercise practitioner.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>Class tests</li> <li>Assignments</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>Theory exam</li> </ul> <p><b>Assessment plan:</b> Module mark consist of:</p> <ul style="list-style-type: none"> <li>Participation mark 50%</li> <li>Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		

<b>Module code: HMDC221</b>	<b>Semester 2</b>	<b>NQF level: 6, Credits: 16</b>
<b>TITLE: GAME NOTATIONAL ANALYSES AND PREPARATION</b>		
<b>Module outcomes:</b> On completion of the module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• basic skills to conduct game analyses;</li> <li>• fundamental knowledge, interpret the results;</li> <li>• the ability to conduct performance indicator analysis as well as time motion analyses; and</li> <li>• ethical and professional behaviour during the analysis process.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• present proper, analysed video footage;</li> <li>• deliver a structured presentation to a schools' governing body on the need for sport analyses; and</li> <li>• act ethical and professional while analysing video footage.</li> </ul> <b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments</li> <li>• Analyse video footage</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Theory exam</li> <li>• Practical exam</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: HMPR111</b>	<b>Semester 1</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: GAMES SKILLS DEVELOPMENT IN RUGBY</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• factual knowledge concerning the different aspects of successful rugby coaching;</li> <li>• fundamental knowledge to compile lesson plans and acquiring of skills and rules in rugby; and</li> <li>• understanding of effective coaching to coach rugby players in order to establish correct rugby techniques.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• demonstrate how to coach an individual skill to a rugby player by applying the scientific coaching methodology;</li> <li>• apply good communication skills; and</li> <li>• identify the characteristics that may influence fault correction of individual skills in rugby.</li> </ul> <b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Theory exam</li> <li>• Practical exam</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: HMPR122</b>	<b>Semester 2</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: GAME SKILLS APPLICATION IN RUGBY</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• ability to select from a range of tactics the best strategy in preparing for a competitive rugby match;</li> </ul>		

- systematic understanding of the scientific coaching methodology of rugby and the ability to apply the knowledge to coach rugby techniques;
- understanding of the basic terminology to coach rugby;
- fundamental knowledge of key terms, concepts and principles to coach rugby at different age and competitive levels and the ability to apply this knowledge to the competitive arena, and
- awareness of professional ethical codes of conduct, values and practices in coaching rugby players.

**Assessment criteria:**

The outcomes have been mastered when the student can:

- analyse the different rugby skills scientifically;
- identify and remediate the common errors occurring in rugby;
- describe basic terms/concepts to coach rugby at different age- and competitive levels;
- implement and coach different rugby methods and techniques;
- respond in an ethical and professional manner when engaging in coaching methods and/or techniques.

**Assessment methods - Formal formative:**

- Class tests
- Assignments
- Peer assessment

**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:** HMPR212

**Semester 1**

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

**TITLE: COACHING SCIENCE PRACTICE IN RUGBY 1**

**Module outcomes:**

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

- ability to analyse and apply appropriate coaching theories, methods, and techniques in coaching rugby;
- the ability to identify, analyse and remediate rugby errors, gathering evidence and applying scientific coaching methods and techniques; and
- the ability to make ethical decisions and act professionally demonstrating an understanding of the rugby context in South Africa.

**Assessment criteria:**

The outcomes have been mastered when the student can:

- apply detailed theoretical and practical knowledge and techniques to offer effective rugby coaching methods;
- identify different systems to teach skills to rugby players;
- analyse tactical rugby skills and errors scientifically;
- remediate rugby errors by gathering evidence and applying scientific coaching methods and techniques;
- develop a positive and sporting attitude to the sport and opponents by setting an example and emphasising values; and
- act ethically and professionally when coaching rugby players.

**Assessment methods - Formal formative:**

- Class tests
- Online assessments
- Peer assessment

**Assessment methods – Summative:**

- Practical exam

**Assessment plan:**

Module mark consist of:

- Participation mark 60%
- Exam mark 40%

<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMPR222	<b>Semester 2</b>	<b>NQF level: 6, Credits: 16</b>
<b>TITLE: COACHING SCIENCE PRACTICE IN RUGBY 2</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• comprehensive understanding of the nature and essence of a rugby coach's function regarding Leadership, Commercialisation, Communication and the Selection process;</li> <li>• fundamental knowledge of what the planning of a rugby coach entails in the off-season and pre-season; and</li> <li>• the ability and skills to teach rugby sevens players the different techniques and skills by using appropriate training methods.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• communicate more effectively, credibly, positively and consistently with rugby players;</li> <li>• perform the duties as a rugby selector responsibly and competently;</li> <li>• understand the characteristics of improved communication and leadership</li> <li>• manage a rugby tournament to achieve financial benefits</li> </ul> <b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Online tests</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Assignments</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Assignments 60%</li> <li>• Practical exam 40%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMPS111	<b>Semester 1</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: GAMES SKILLS DEVELOPMENT IN SOCCER</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• factual knowledge concerning the different aspects of successful soccer coaching;</li> <li>• fundamental knowledge to compile lesson plans and acquiring of skills and rules in soccer;</li> <li>• understanding of effective coaching to coach soccer players in order to establish correct techniques; and</li> <li>• ethical and professional behaviour in coaching soccer.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• demonstrate how to coach a skill to a soccer player by applying the scientific coaching methodology;</li> <li>• apply good communication skills;</li> <li>• identify the characteristics that may influence fault correction of techniques in soccer; and</li> <li>• act ethically and professional when coaching soccer players.</li> </ul> <b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Theory exam</li> <li>• Practical exam</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		

<b>Module code: HMPS121</b>	<b>Semester 2</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: GAME SKILLS APPLICATION IN SOCCER</b>		
<p><b>Module outcomes:</b></p> <p>After successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• fundamental knowledge to coach soccer players in the application of skills in competition preparation;</li> <li>• systematic knowledge to coach soccer players by applying the scientific coaching methodology;</li> <li>• understanding of the basic terminology to coach soccer;</li> <li>• the role of biomechanics in movements in soccer techniques; and</li> <li>• ethical and professional behaviour in coaching soccer players.</li> </ul>		
<p><b>Assessment criteria:</b></p> <p>The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> <li>• implement and coach different soccer methods and techniques;</li> <li>• analyse the different soccer tactics scientifically;</li> <li>• identify and remediate common errors occurring in soccer; and</li> <li>• demonstrate an ethically and professional attitude in coaching soccer players.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• Theory exam</li> <li>• Practical exam</li> </ul> <p><b>Assessment plan:</b></p> <p>Module mark consist of:</p> <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: HMPS211</b>	<b>Semester 1</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: COACHING SCIENCE PRACTICE IN SOCCER 1</b>		
<p><b>Module outcomes:</b></p> <p>After successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• fundamental knowledge of biomechanics in movements in soccer skills;</li> <li>• comprehensive knowledge to implement and coach different soccer skills and techniques;</li> <li>• the ability to analyse and evaluate soccer skills; and</li> <li>• ethical and professional behaviour in coaching soccer.</li> </ul>		
<p><b>Assessment criteria:</b></p> <p>The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> <li>• demonstrate analytical and evaluative thinking in the analysis and remediation of soccer skills;</li> <li>• implement and coach different soccer skills and techniques;</li> <li>• collaborate in groups and teams;</li> <li>• analyse the different soccer skills scientifically and identify and remediate errors; and</li> <li>• act ethically and professional when coaching soccer players.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• Theory exam</li> <li>• Practical exam</li> </ul> <p><b>Assessment plan:</b></p> <p>Module mark consist of:</p> <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		

<b>Module code: HMPS221</b>	<b>Semester 2</b>	<b>NQF level: 6, Credits: 16</b>
<b>TITLE: COACHING SCIENCE PRACTICE IN SOCCER 2</b>		
<p><b>Module outcomes:</b> After successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• comprehensive understanding of the nature and essence of a soccer coach's function;</li> <li>• fundamental knowledge of what the planning and duties of a soccer coach entails in the off-season and pre-season;</li> <li>• comprehensive knowledge to plan efficient and effective soccer training sessions; and</li> <li>• the ability and skills to teach soccer players the different techniques and skills by using appropriate training methods.</li> </ul>		
<p><b>Assessment criteria:</b> The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> <li>• communicate more effectively, credibly, positively and consistently with soccer players;</li> <li>• perform the duties as a soccer selector responsibly and competently;</li> <li>• identify four different systems to use to teach skills to soccer players; and</li> <li>• develop a positive and sporting attitude to the sport and opponents by setting an example and emphasising values.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Assignments</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• Practical exam</li> </ul> <p><b>Assessment plan:</b> Module mark consist of:</p> <ul style="list-style-type: none"> <li>• Assignments 60%</li> <li>• Practical Exam 40%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: HMSA111</b>	<b>Semester 1</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: FUNCTIONAL ANATOMY</b>		
<p><b>Module outcomes:</b> After successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• the different concepts used in anatomy in the identification and description of the different skeletal, articular and muscular structures 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;</li> <li>• the functions of each of the structures (bones, bursae, muscles and ligaments) which constitute the articular system; and</li> <li>• the origin(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.</li> </ul>		
<p><b>Assessment criteria:</b> The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> <li>• use the fundamental knowledge of anatomical concepts to describe position, structures and movement in the skeletal, articular and muscular systems;</li> <li>• Identify the different structures in the skeletal-, articular- and muscular systems both orally from models and real human samples and in writing;</li> <li>• describe functions of bony and soft tissue structures in the articular systems both orally and in writing; and</li> <li>• 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.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Practical group assignments after each practical session</li> <li>• Written class test on each study unit</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• 1 individual practical examination</li> <li>• 1 theoretical examination</li> </ul> <p><b>Assessment plan:</b> Module mark consist of:</p>		

<ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMSA121	<b>Semester</b> 2	<b>NQF level:</b> 5, <b>Credits:</b> 12
<b>TITLE: APPLIED ANATOMY</b>		
<p><b>Module outcomes:</b></p> <p>After successful completion of this module, the student should:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• be able to implement knowledge of muscular functions in order to perform handdrolic tests for primary muscle movement in the human body;</li> <li>• 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;</li> <li>• 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;</li> <li>• the functions of each of the structures (bones, bursae, muscles and ligaments) which constitute the articular system; and</li> <li>• the origin(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.</li> </ul>		
<p><b>Assessment criteria:</b></p> <p>The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> <li>• identify the primary nerves and blood vessels in writing and on modules or actual human samples;</li> <li>• demonstrate an informed understanding of muscular anatomy by using handdrolic tests to practically evaluate different muscle functions;</li> <li>• use knowledge regarding muscular function to analyse and describe muscle function during different stages of primary multiple-joint movements; and</li> <li>• engage in practical sessions in a respectful manner and act in a professional manner while performing muscle testing and analysing movement patterns.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Written class test on nerve and blood supply</li> <li>• Practical group assessments on superficial structures, handdrolic testing and movement analysis</li> <li>• Assignment on describing different muscle functions during the states of multi-joint movements</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• Practical examination demonstrating handdrolic muscle tests</li> <li>• Theoretical examination on nerve and blood supply, as well as multiple-joint movements</li> </ul> <p><b>Assessment plan:</b></p> <p>Module mark consist of:</p> <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMSB111	<b>Semester</b> 1	<b>NQF level:</b> 5, <b>Credits:</b> 12
<b>TITLE: APPLIED BIOKINETICS I</b>		
<p><b>Module outcomes:</b></p> <p>After successful completion of this module, the student should:</p> <ul style="list-style-type: none"> <li>• demonstrate the ability to present an informed consent form and physical activity readiness questionnaire (PAR-Q) in an ethical manner;</li> <li>• demonstrate the ability to conduct basic body composition assessment (using the knowledge gained from the Anatomy Module);</li> <li>• demonstrate the ability to perform basic posture analysis (using the knowledge gained from the Anatomy Module);</li> <li>• demonstrate the ability to conduct basic clinical lab tests (using knowledge gained from the module HMSC111), physical fitness and muscular testing (using the knowledge gained from the Anatomy Module);</li> <li>• design patient education tools;</li> </ul>		

- demonstrate the ability to read and interpret food labels; and
- identify barriers to live a healthy lifestyle.

**Assessment criteria:**

The outcomes have been mastered when the student can:

- display the ability to perform and record an informed consent procedure with a client in an ethical manner;
- display the ability to perform and record a physical activity readiness questionnaire with a client in an ethical manner;
- apply anatomical landmarks that will be used for skinfold measurements;
- conduct body weight and stature measurements;
- calculate Body Mass Index (BMI);
- illustrate the skinfold technique;
- conduct waist, upper arm and calf circumference measurements;
- calculate the body fat percentage;
- perform and report on basic postural analysis from the anterior, posterior and lateral side;
- perform a resting blood pressure and heart rate measurements with verbal and written feedback to the client;
- create relevant, culture and population specific patient education tools for various healthy living topics;
- interpret the values and information provided on food labels; and
- conduct a survey or administer a short questionnaire to identify barriers individuals experience in order to live a healthy lifestyle.

**Assessment methods - Formal formative:**

- Class or teaching tests
- Practical work

**Assessment methods – Summative:**

- Semester theory and practical examination

**Assessment plan:**

Module mark consist of:

- Participation mark 60%
- Exam mark 40%

**Module code: HMSB112**

**Semester 1**

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

**TITLE: PERCEPTUAL MOTOR LEARNING AND CONTROL**

**Module outcomes:**

After successful completion of this module, the student should:

- demonstrate integrated knowledge on human growth, maturation, gross and fine motor development, and aging as well as the factors that influence the perceptual motor development in a variety of Biokinetics contexts;
- demonstrate critical understanding of the structure and function of the central nervous system, as well as neuromuscular control for human functioning, body posture and rehabilitation;
- demonstrate fundamental knowledge of the perceptual motor development theories and concepts in a variety of contexts;
- demonstrate applied knowledge for the evaluation and intervention in perceptual motor development in normal and abnormal movement patterns with the assistance of technology; and
- demonstrate application of the interrelationship between physical activity, fitness, functional constraints and perceptual motor development and neurological aspects of motor control over the lifespan to the rehabilitation of human motor behaviour in an ethical manner.

**Assessment criteria:**

The outcomes have been mastered when the student can:

- apply integrated knowledge on a variety of Biokinetics contexts, such as human growth, maturation, gross and fine motor development;
- display critical understanding of the structure and function of the central nervous system, as well as neuromuscular control for human functioning, body posture and rehabilitation;
- interpret perceptual motor development theories and concepts in a variety of contexts;
- display fundamental knowledge on using technology to evaluate perceptual motor development in normal and abnormal movement patterns; and
- apply all perceptual motor development aspect in an ethical manner.

**Assessment methods - Formal formative:**

- Class or teaching tests
- Practical work

<b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>Semester theory and practical examination</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>Participation mark 50%</li> <li>Exam mark 50%</li> </ul>		
<b>Module code: HMSB113</b>	<b>Semester 1</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: INTRODUCTION TO BIOKINETICS</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should: <ul style="list-style-type: none"> <li>demonstrate informed understanding of key terms, concepts, facts, principles and ethical rules, in the field of public health and Biokinetics;</li> <li>demonstrate the ability to distinguish, evaluate and solve routine or new chronic disease of lifestyle, sport injuries, deficiencies in motor development in familiar contexts and to apply the solutions to support progress in the practice of physical activity and epidemiology;</li> <li>demonstrate the ability to select, plan, implement and manage standard procedures/methods/skills/formulas etc. necessary for physical activity training program, rehabilitation program for injured/chronic disease of lifestyle people within the field of Biokinetics; and</li> <li>demonstrate the ability to operate in a multi-disciplinary team and make appropriate contributions to successfully complete a given task, project or profile etc. related to Physical Activity and Epidemiology.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>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 Biokinetics;</li> <li>identify health-related needs of different communities/cultures in different urban and rural settings and to apply correct methods to manage and solve fundamental health problems in a supported environment;</li> <li>distinguish, evaluate and solve routine or new chronic disease of lifestyle, sport injuries, deficiencies in motor development in familiar contexts and to apply the solutions to support progress in the practice of physical activity and epidemiology; and</li> <li>display fundamental knowledge in health-related needs of different communities/cultures in different urban and rural settings and to apply correct methods to manage and solve fundamental health problems in a supported environment.</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>Participation mark 50%</li> <li>Exam mark 50%</li> </ul>		
<b>Module code: HMSB121</b>	<b>Semester 2</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: APPLIED BIOKINETICS II</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should: <ul style="list-style-type: none"> <li>demonstrate the ability to perform manual muscle function tests;</li> <li>demonstrate the ability to conduct range of motion measurements by using the goniometer;</li> <li>demonstrate the ability to perform a dermatome assessment;</li> <li>demonstrate the ability to conduct functional movement screenings;</li> <li>demonstrate the ability to identify superficial arteries and veins;</li> <li>demonstrate the ability to measure heart rate and blood pressure; and</li> <li>compile a basic needs analysis for healthy living in diverse communities.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>perform a manual muscle test to practically evaluate different muscle functions;</li> <li>perform the range of motion measurements using the goniometer on the main joints of the human body;</li> <li>the ability to perform a dermatome assessment on the client;</li> <li>perform functional movement screenings to practically evaluate the functionality of the different movement patterns;</li> <li>identify the superficial arteries and veins on the client;</li> <li>measure heart rate and blood pressure using a stethoscope and sphygmomanometer; and</li> </ul>		

- interview various community members in order to compile a basic needs analysis for healthy living in diverse communities.

**Assessment methods - Formal formative:**

- Attendance of practical contact sessions (15%)
- Practical individual assignments (50%)
- Unprepared class tests before practical sessions (15%)
- Group assignment (20%)

**Assessment methods – Summative:**

- Practical examination
- Semester theory and practical examination

**Assessment plan:**

Module mark consist of:

- Participation mark 50%
- Exam mark 50%

**Module code: HMSB211**

**Semester 1**

**NQF level: 6, Credits: 12**

**TITLE: APPLIED BIOKINETICS III**

**Module outcomes:**

After successful completion of this module, the student should:

- demonstrate the ability to secure informed consent and/or child ascent;
- demonstrate the ability to perform a VO<sub>2</sub>max, lung function, resting ECG and a sub-maximal physical work capacity test on apparently healthy individuals;
- demonstrate competencies to classify health-related physical fitness to subsequently synthesize the information to prescribe physical activity and exercise to improve quality of life;
- demonstrate the ability to work independently and take full responsibility for own work, and to adhere to sound ethical conduct when administering fitness and health related tests and;
- demonstrate the ability to effectively communicate instruction and feedback when conducting fitness and health-related tests.

**Assessment criteria:**

The outcomes have been mastered when the student can:

- display the ability to perform and record an informed consent and/or child ascent procedure with a client in accordance with code of professional conduct and ethical practice;
- complete a full VO<sub>2</sub>max, lung function, resting ECG and a sub-maximal physical work capacity test on apparently healthy individuals;
- demonstrate practical competency in measuring oxygen consumption and lung function;
- demonstrate practical competency in various kinanthropometry measurements, strength and flexibility;
- formulate a report based on the physical work capacity test results;
- subsequently develop an exercise program based on the results obtained from the physical work capacity test for apparently healthy persons;
- generate proof of conducting ten correct physical work capacity tests in the portfolio of evidence;
- demonstrate ethical conduct when administering a sub-maximal physical work capacity test; and
- display the ability to effectively communicate both verbally and in writing feedback to clients based on the test outcomes.

**Assessment methods – Formal formative:**

- Practical assessment of skills (VO<sub>2</sub>max, Lung Function, Resting ECG, Body Composition Analysis, Muscular strength and endurance testing, Flexibility Assessment, Cardiorespiratory endurance testing)
- Report writing on all the above-mentioned testing modalities

**Assessment methods – Summative:**

- Practical evaluation of a full physical work capacity test.

**Assessment plan:**

Module mark consist of:

- Participation mark 50%
- Exam mark 50%

<b>Module code: HMSB221</b>	<b>Semester 2</b>	<b>NQF level: 6, Credits: 12</b>
<b>TITLE: APPLIED BIOKINETICS IV</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate the ability to secure informed consent and/or child ascent;</li> <li>• demonstrate the ability to perform a postural analysis, lipid, glucose and lactate testing;</li> <li>• demonstrate the ability to work independently and take full responsibility for own work, and to adhere to sound ethical conduct when administering a full physical work capacity test; and</li> <li>• demonstrate the ability to effectively communicate instruction and feedback when conducting a full physical work capacity test.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• display the ability to perform and record an informed consent and/or child ascent procedure with a client in an ethical manner;</li> <li>• demonstrate practical competency to perform and interpret lipid, glucose and lactate testing;</li> <li>• demonstrate practical competency to identify musculoskeletal misalignment through a posture analysis, in both the frontal and sagittal planes;</li> <li>• display the ability to prescribe effective rehabilitative stretching and strengthening exercises to realign the postural misalignment observed and measured;</li> <li>• demonstrate practical competency to measure and specific anatomical joint angles identifying misaligned posture through manual and electronic goniometric measures;</li> <li>• validate postural misalignment through quantitative measures of manual and electronic goniometric angle measures; and</li> <li>• display the ability to effectively communicate both verbally and in writing the identification of observed and measured misaligned posture.</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Module code: HMSB311</b>	<b>Semester 1</b>	<b>NQF level: 7, Credits: 16</b>
<b>TITLE: APPLIED BIOKINETICS V</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should: <ul style="list-style-type: none"> <li>• an integrated knowledge and application of patient assessment and interpretation of the results with the purpose to prescribe exercise modalities as a prevention and treatment strategy in the orthopaedic and clinical field of Biokinetics;</li> <li>• ability to conduct thorough patient assessment and interpret the results;</li> <li>• effective and appropriate communication skills with patients and colleagues, including the ability to prepare written reports as required by medical schemes;</li> <li>• the ability to reflect on the values, ethical conduct and justifiability of decisions appropriate to the practice of orthopaedic and clinical assessment and rehabilitation; and</li> <li>• the ability to practice independently according to the HPCSA Scope of practice for Biokinetics, Code of Professional Conduct and ethical practices.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• apply integrated knowledge of orthopaedic and clinical fields of Biokinetics to assess a patient/client;</li> <li>• apply the integrated knowledge of orthopaedic and clinical fields of Biokinetics to interpret the results of an assessment to write an individualised scientifically based exercise programme;</li> <li>• practically conduct orthopaedic and clinical clients/patients;</li> <li>• professionally communicate the results of an assessment in a written report as required by medical schemes;</li> <li>• professionally and ethically communicate the results of an orthopaedic and clinical assessment to a client/patient with empathy;</li> <li>• critically reflect on own experiences regarding values, ethical conduct and justifiability of decisions appropriate to the practice of orthopaedic and clinical assessment and rehabilitation; and</li> <li>• demonstrate the skills to independently comply with the Biokinetics scope of practice and according to the HPCSA code of Professional conduct and ethical practices.</li> </ul> <b>Assessment plan:</b>		

Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Module code: HMSB321</b>	<b>Semester 2</b>	<b>NQF level: 7, Credits: 24</b>
<b>TITLE: APPLIED BIOKINETICS</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• be able to write an applicable exercise programme based on assessment results;</li> <li>• have a detailed knowledge and understanding of clinical exercise testing, interpretation and exercise prescription; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• give a 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;</li> <li>• 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;</li> <li>• interpret the testing findings and write an appropriate exercise prescription for the person; and</li> <li>• can perform clinical exercise testing, interpret the findings and compile an appropriate exercise prescription for the person.</li> </ul> <b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Written class tests on clinical exercise testing and program prescription</li> <li>• Written class tests on functional and objective assessment theories</li> <li>• Group work demonstrating knowledge of various exercise techniques.</li> <li>• Group work demonstrating knowledge of application of functional and objective assessments and clinical testing</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Practical evaluation of clinical exercise testing</li> <li>• Practical evaluation on functional and objective assessment measurements</li> <li>• Practical testing of clinical programme prescription and demonstration of exercises</li> <li>• Practical evaluation in form of an osci regarding reports, imaging and surgical procedures</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: HMSB322</b>	<b>Semester 2</b>	<b>NQF level: 7, Credits: 24</b>
<b>TITLE: APPLIED BIOKINETICS VI</b>		
<b>Module outcomes:</b> After successful completion of this module, the student will demonstrate: <ul style="list-style-type: none"> <li>• discernment and the ability to perform appropriate exercise testing on special populations, complex clinical and musculoskeletal diseases and or conditions using specialized equipment;</li> <li>• the ability to design and prescribe therapeutic exercise programs in a variety of conditions, diseases and special populations;</li> <li>• the ability to monitor the effectiveness of exercise interventions and progressions to ensure successful management of the injuries and conditions; and</li> <li>• the ability to practice independently according to the HPCSA Scope of practice for Biokinetics, Code of Professional Conduct and ethical practices.</li> </ul>		

**Assessment criteria:**

The outcomes have been mastered when the student can:

- use specialized equipment to perform appropriate exercise testing in clinical exercise physiology and biomechanics;
- design and prescribe exercise programs in clinical exercise physiology and biomechanics
- display the ability to monitor the effectiveness of exercise interventions and progressions in clinical exercise physiology and biomechanics; and
- display the ability to practice independently according to the HPCSA Scope of practice for Biokinetics, Code of Professional Conduct and ethical practices.

**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 osceola regarding reports, imaging and surgical procedures

**Assessment plan:**

Module mark consist of:

- Participation mark 50%
- Exam mark 50%

**Method of delivery:** Full-time

**Module code:** HMSB411

**Semester 1 & 2**

**NQF level: 8, Credits: 45**

**TITLE: APPLIED BIOKINETIC VII**

**Module outcomes:**

After successful completion of this module, the student should:

- an integrated knowledge and application of client / patient assessment and interpretation of the results with the purpose to prescribe exercise modalities as a prevention and treatment strategy in the orthopaedic, clinical and wellness field of Biokinetics;
- effective and appropriate communication skills with clients / patients and the multidisciplinary team, including the ability to prepare written reports as required by medical schemes;
- the ability to reflect on the values, ethical conduct and justifiability of decisions appropriate to the practice of orthopaedic, clinical and wellness assessment and rehabilitation;
- practice management skills and competencies as well as proper facility and equipment utilization; and
- the ability to practice independently according to the HPCSA Scope of practice for Biokinetics, Code of Professional Conduct and ethical practices.

**Assessment criteria:**

The outcomes have been mastered when the student can:

- apply integrated knowledge of orthopaedic, clinical and wellness fields of Biokinetics to assess a patient/client;
- apply the integrated knowledge of orthopaedic, clinical and wellness fields of Biokinetics to interpret the results of an assessment to write an individualised scientifically based exercise programme;
- professionally communicate the results of an assessment in a written report as required by medical schemes;
- professionally and ethically communicate the results of an orthopaedic, clinical and wellness assessment to a client/patient with empathy;
- critically reflect on own experiences regarding values, ethical conduct and justifiability of decisions appropriate to the practice of orthopaedic and clinical assessment and rehabilitation;
- demonstrate competencies in all relevant practice management aspects;-and
- demonstrate the skill to independently comply with the Biokinetics scope of practice and according to the HPCSA code of Professional conduct and ethical practices.

**Assessment methods - Formal formative:**

- Case studies
- Presentations
- Portfolio of evidence
- Practical assignments

<ul style="list-style-type: none"> <li>• Practical assessments</li> <li>• Mid-year practical assessment</li> <li>• Panel discussions</li> <li>• Work Integrated Learning</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• Final practical/oral examination</li> </ul> <p><b>Assessment plan:</b> Module mark consist of:</p> <ul style="list-style-type: none"> <li>• Participation mark 50% (Students should at least have a 50% participation mark to be allowed into the examination)</li> <li>• Exam mark 50%</li> <li>• Minimum of 50% for the final mark to pass the module</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMSB474	<b>Semester 1 &amp; 2</b>	<b>NQF level: 8, Credits: 16</b>
<b>TITLE: PROFESSIONAL DEVELOPMENT</b>		
<p><b>Module outcomes:</b> After successful completion of this module, the student will demonstrate:</p> <ul style="list-style-type: none"> <li>• the ability to critically integrate multiple sources of knowledge within the field of biokinetics with a view to advocate health and wellness within a community;</li> <li>• the ability to select and apply appropriate procedures, techniques and skills within the scope of practice of the profession;</li> <li>• the advanced ability to design, develop and implement an effective intervention programme;</li> <li>• the ability to critically reflect on the effectiveness of the intervention programme as well as your professional development;</li> <li>• the willingness to take responsibility for their judgements, decisions and actions based on a strong value system, and an awareness and understanding of moral, ethical, social, cultural and environmental issues within the professional practice scope of a biokineticist.</li> </ul>		
<p><b>Assessment criteria:</b> The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> <li>• analyse the needs of a community within the scope of practice of the profession in order to promote health and wellness;</li> <li>• demonstrate the ability to select and utilise the appropriate equipment and adhere to standardised procedures;</li> <li>• design, develop and implement an effective intervention programme;</li> <li>• communicate appropriate information effectively in a variety of formats to diverse audiences;</li> <li>• operate independently and take ownership for own work and account for leading, initiating processes and utilising resources effectively;</li> <li>• self-reflect on personal and professional development; and</li> <li>• operate independently and take ownership for own work and account for leading, initiating processes and utilising resources effectively.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments</li> <li>• Reports</li> <li>• Patient education sessions</li> <li>• Group activities within public sector</li> <li>• Self-reflection</li> </ul> <p><b>Assessment methods – Summative:</b> Theoretical exam at the end of the year</p> <p><b>Assessment plan:</b> Module mark consist of:</p> <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		

<b>Module code: HMSB475</b>	<b>Semester 1 &amp; 2</b>	<b>NQF level: 8, Credits: 30</b>
<b>TITLE: INTEGRATED BIOKINETICS THEORY</b>		
<p><b>Module outcomes:</b> After successful completion of this module, the student will demonstrate:</p> <ul style="list-style-type: none"> <li>• the ability to apply specialised knowledge and professional skills to demonstrate an integrated understanding in the field of biokinetics;</li> <li>• the ability to evaluate, analyse, critically reflect on and effectively address complex real-life and practise focused case studies;</li> <li>• the ability to report on and prescribe individualized, group appropriate and effective exercise/rehabilitation programmes and ensure progression in a variety of populations with the aim to restore activities of daily living;</li> <li>• the ability to effectively communicate using appropriate technology; and</li> <li>• ethical conduct and accountability towards the profession, clients/ patients and the community.</li> </ul>		
<p><b>Assessment criteria:</b> The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> <li>• analyse a case study to identify key factors for decision making;</li> <li>• interpret and integrate clinical information and knowledge in order to develop and apply a holistic approach to a case study;</li> <li>• critically judge the information to justify and articulate decision making;</li> <li>• apply appropriate theoretical insight to solve complex scenarios;</li> <li>• develop, contextualise and prescribe individualised / group exercise / rehabilitation sessions;</li> <li>• facilitate patient/client management (patient education, rehabilitation and referrals);</li> <li>• effectively present case studies verbally or nonverbally using appropriate technology; and</li> <li>• demonstrate appropriate practice management skills.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Class tests</li> <li>• Presentations</li> <li>• Mid-year integrated theory tests</li> </ul> <p><b>Assessment methods – Summative:</b> Theory exam</p> <p><b>Assessment plan:</b> Module mark consist of:</p> <ul style="list-style-type: none"> <li>• Participation mark 40% <ul style="list-style-type: none"> <li>• Exam mark 60%</li> <li>• Minimum of 50% for final mark to pass the module</li> </ul> </li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: HMSC111</b>	<b>Semester 1</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: HEALTH PROMOTION AND WELLNESS</b>		
<p><b>Module outcomes:</b> After successful completion of this module, the student should:</p> <ul style="list-style-type: none"> <li>• demonstrate informed knowledge and understanding of: morbidity, mortality, lifestyle related diseases, wellness, special considerations in children, health promotion, physical inactivity, health benefits, health behaviour as well as various wellness constructs across the lifespan;</li> <li>• be able to communicate verbally or in writing, in an accurate and coherent manner to enhance behavioural change, strategies, lifestyle modification and health education, as well as to display an increased awareness and sensitivity for effective communication in a multicultural context;</li> <li>• be able to identify, evaluate and solve defined, routine and new problems within the field of health promotion and physical inactivity within a multicultural context across the lifespan; and</li> <li>• address the ethical responsibility of health, wellness and physical activity as part of a healthy lifestyle for all people in the country.</li> </ul>		
<p><b>Assessment criteria:</b> The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> <li>• 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;</li> </ul>		

- 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; and
- hypothesize the outcome/dangers of new problems within the field of lifestyle diseases, wellness and physical inactivity.

**Assessment methods - Formal formative:**

- Individual assignments
- Group assignments
- Written class tests

**Assessment methods – Summative:**

- Theoretical examination

**Assessment plan:**

Module mark consist of:

- Participation mark 50%
- Exam mark 50%

**Method of delivery:** Full-time

**Module code:** HMSC112

**Semester 1**

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

**TITLE: MOTOR LEARNING AND CONTROL**

**Module outcomes:**

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

- fundamental knowledge related to perceptual motor and fundamental abilities development, as well as the principles of motor learning and control;
- acquired knowledge on a life perspective outlook related to human movement;
- informed understanding about the growth and maturation of the human body; and
- 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.

**Assessment criteria:**

Students have mastered the outcomes if they are able to:

- apply the fundamental knowledge about perceptual motor and fundamental abilities development, as well as the principles of motor learning and control, on a life perspective outlook;
- identify certain elements on growth and maturation of the human body;
- explain how growth and maturation influence the motor learning process and movement scheme – especially in children;
- use the fundamental knowledge to demonstrate the application to a specific movement skill.

**Assessment methods - Formal formative:**

- Class tests
- Assignments

**Assessment methods – Summative:**

- Theory exam

**Assessment plan:**

Module mark consist of:

- Participation mark 50%
- Exam mark 50%

**Method of delivery:** Full-time

**Module code:** HMSC114

**Semester 1**

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

**TITLE: SPORTS VISION, DEVELOPMENT AND TALENT IDENTIFICATION**

**Module outcomes:**

After successful completion of this module, the student should:

- have systematic knowledge about adapting fundamental movement skills to sport specific skills in selected sports, as to present complete sport specific development programmes for young children;
- be able to identify factors and apply 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; and
- apply knowledge about the principles on which talent identification and sport development are based, addressing the complexity of the process and applying talent development models based on development and ethical perspective within the South African context.

**Assessment criteria:**

The outcomes have been mastered when the student can:

- apply the systematic knowledge on fundamental movement and vision skills development to present a complete sport-specific development programmes for young children in the sport of your choice;
- use the systematic knowledge of factors and basic principles related to sports vision for presenting a basic development skills programme in a class situation;
- do a practical session demonstrating sport specific vision skills;
- write a basic vision skills development programme; and
- 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

**Assessment plan:**

Module mark consist of:

- Participation mark 50%
- Exam mark 50%

**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:

- 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; and
- ethical and professional behaviour in the coaching setup.

**Assessment criteria:**

Students have mastered the outcomes if they are able to:

- apply basic knowledge in teaching technical skills to a group;
- identify basic shortcomings that may exist in a coaching set-up;
- distinguish between different leadership styles; and
- 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:

- 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; and
- acceptable ethical behaviour and integrity when applying Sport Psychology.

<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• explain and discuss the creation of a solid foundation for conducting mental training;</li> <li>• identify weaknesses in a sport participant's mental training tool;</li> <li>• develop and implement mental skills; and</li> <li>• apply acceptable ethical behaviour and integrity in Sport Psychology.</li> </ul> <b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Theory exam</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMSC211	<b>Semester 1</b>	<b>NQF level: 6, Credits: 16</b>
<b>TITLE: SPORT INJURIES</b>		
<b>Module outcomes:</b> On completion of the module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• profound knowledge of common musculo-skeletal injuries and conditions;</li> <li>• the ability to explain the pathophysiology and recovery of injuries;</li> <li>• comprehensive understanding of a multidisciplinary approach to acute sport injuries;</li> <li>• integrated knowledge to implement appropriate injury prevention strategies for different individuals and groups; and</li> <li>• ethical and professional behaviour during patient evaluations.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• demonstrate a profound knowledge and understanding of common musculo-skeletal injuries and conditions, including their occurrence, symptoms and/or possible causes;</li> <li>• recognise possible signs and symptoms indicating emergency medical attention is required, acute management and further investigating or referral of the patient;</li> <li>• propose, prescribe and implement injury prevention strategies for different individuals and groups; and</li> <li>• act ethical and professional when evaluating patients.</li> </ul> <b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Theory exam</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMSC213	<b>Semester 1</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: KINANTHROPOMETRY</b>		
<b>Module outcomes:</b> On completion of the module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge and clear understanding of terminology, procedures, principles and concepts in the field of kinanthropometry;</li> <li>• insight into and understanding of the theoretical aspects of basic anatomy;</li> <li>• systematic knowledge in body measurement on patients / athletes; and</li> <li>• awareness on the foundations of ethical rules and norms in dealing with people when conducting body measurements.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• demonstrate an informed understanding of measuring skin folds, circumferences, body mass, stature and breadths according to international standards;</li> </ul>		

- describe determining percentage body fat, somatotyping, basic anatomy and the measuring error in data collection;
- apply appropriate technique when doing kinanthropometrical measurements; and
- act in an ethical and professional manner as a level 1 kinanthropometrist.

**Assessment methods - Formal formative:**

- Class test
- Group assignments

**Assessment methods – Summative:**

- Theory exam
- Practical sessions

**Assessment plan:**

Module mark consist of:

- Participation mark 50%
- Exam mark 50%

**Method of delivery:** Full-time

**Module code:** HMSC214

**Semester 1**

**NQF level: 6, Credits: 12**

**TITLE: SPORTS MANAGEMENT AND ORGANISATION**

**Module outcomes:**

After successful completion of this module, the student should:

- demonstrate detailed knowledge on how to manage, market and organise a sports club;
- understand and apply risk management in a sports club;
- operate effectively in monitoring the progress of the students for identifying and solving sports management-related problem;
- take responsibility for task outcomes and application of appropriate resources; and
- give a reflection of all values, ethical conduct and justifiable decision making appropriate to the practice of sports management.

**Assessment criteria:**

The outcomes have been mastered when the student can:

- demonstrate how to evaluate the management, marketing and organization of a sports club;
- apply risk management principles to a sports club;
- reflect on all values, ethical conduct and justifiable decision making appropriate to sports management and organisation; and
- identify the scope of sports club management, professional relationship and approach within the South African sports context.

**Assessment methods - Formal formative:**

- Class tests
- Semester test
- Theoretical exam

**Assessment methods – Summative:**

- Present a marketing plan in class and as an assignment
- Present a sports club development plan as an assignment
- Present a risk management plan for group discussion in class

**Assessment plan:**

Module mark consist of:

- Participation mark 50%
- Exam mark 50%

**Method of delivery:** Full-time

**Module code:** HMSC221

**Semester 2**

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

**TITLE: INTRODUCTION TO BIOMECHANICS**

**Module outcomes:**

After successful completion of this module, the student should:

- demonstrate detailed knowledge and understanding of the laws of physics and the related mathematical calculations as it relates to and influence human movement in kinetics and kinematics;
- have the ability to select, evaluate and effectively apply with discernment those standard methods and formulas to solve fundamental problems in a defined environment in the field of biomechanics with a view to understand human movement across the lifespan on land and in water;

<ul style="list-style-type: none"> <li>• 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; and</li> <li>• 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.</li> </ul>		
<p><b>Assessment criteria:</b> The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> <li>• indicate knowledge on the set topics;</li> <li>• calculate the forces and movement patterns by means of physics formulas;</li> <li>• generate a report after testing; and</li> <li>• have knowledge on the equipment used in Biomechanical analyses of movement.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Writing of class tests</li> <li>• Calculating kinetics and kinematics of human movement</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• Generation of reports based on practical application of theory incorporating general movement patterns and sport specific patterns from across the lifespan</li> </ul> <p><b>Assessment plan:</b> Module mark consist of:</p> <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMSC222	<b>Semester</b> 2	<b>NQF level:</b> 6, <b>Credits:</b> 16
<b>TITLE: SPORT AND EXERCISE SCIENCE PRACTICE</b>		
<p><b>Module outcomes:</b> On completion of the module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• integrated knowledge and understanding of exercise physiology and anatomy;</li> <li>• informed understanding of the various exercise techniques and exercise apparatus relating to basic resistance-, interval-, flexibility and plyometric programming;</li> <li>• acquired knowledge on the execution of the various techniques within a gymnasium and/or field environment;</li> <li>• the ability to consider specific exercise guidelines and client needs in motivating, evaluating, adjusting and executing training programmes; and</li> <li>• behaviour in accordance with the code of conduct of an exercise practitioner.</li> </ul>		
<p><b>Assessment criteria:</b> The outcomes have been mastered when the student is able to:</p> <ul style="list-style-type: none"> <li>• successfully demonstrate, evaluate and correctly apply the various exercise techniques in a gymnasium or field environment;</li> <li>• integrate the various exercise guidelines and programming rules and guidelines into an executable exercise or resistance training programme;</li> <li>• evaluate the programmes and techniques and apply relevant strategies to adjust the programmes for specific needs; and</li> <li>• act according to the code of conduct of an exercise practitioner.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments</li> <li>• Group work</li> </ul> <p><b>Assessment plan:</b> Module mark consist of:</p> <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul> <p><b>Assessment plan:</b> Module mark consist of:</p> <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		

<b>Module code: HMSC312</b>	<b>Semester 1</b>	<b>NQF level: 7, Credits: 16</b>
<b>TITLE: SPORT DEVELOPMENT, COMMERCIALISATION AND SPORT LAW</b>		
<b>Module outcomes:</b> On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• integrated knowledge on the scope of sport commercialization;</li> <li>• fundamental knowledge in applying law enforcement in sport;</li> <li>• the ability to act ethically and professionally when developing a sport club; and</li> <li>• acquired understanding of the sport structure in South Africa.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• apply integrated knowledge on the scope of sport commercialization;</li> <li>• apply law enforcement in sport taking general, criminal and civil law into consideration;</li> <li>• act ethically and professional when developing a sport club; and</li> <li>• identify and understand the sport structures in South Africa.</li> </ul> <b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Theory exam</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: HMSC314</b>	<b>Semester 1</b>	<b>NQF level: 7, Credits: 12</b>
<b>TITLE: HEALTH CARE MANAGEMENT AND ETHICS</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate systematic, comprehensive and integrated knowledge about the public health sector, health policies and multi-disciplinary teamwork with regards to your professional scope of practice as well as how the South African context compares internationally;</li> <li>• 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;</li> <li>• apply and integrate the knowledge obtained in the planning of a health care practice within the health and fitness industry;</li> <li>• 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; and</li> <li>• have a value driven attitude toward developing ethically sound business practices with in the profession toward tasks, management and professional conduct.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• communicate by means of appropriate electronic technologies the differences in healthcare systems and policies of South Africa and selected international countries; and</li> <li>• draft a business plan.</li> </ul> <b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Communicate through appropriate electronic media on various topic addressed in the module</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Compile an integrated report on business practices addressing the and integrating the knowledge obtained</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		

<b>Module code: HMSC323</b>	<b>Semester 2</b>	<b>NQF level: 7, Credits: 8</b>
<b>TITLE: APPLIED BIOMECHANICS</b>		
<p><b>Module outcomes:</b> After successful completion of this module, the student should:</p> <ul style="list-style-type: none"> <li>• demonstrate extensive and systematic knowledge in the application of the laws of physics related to adaptation in normal biomechanics as a result of disease of injury;</li> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<p><b>Assessment criteria:</b> The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> <li>• indicate extensive knowledge on 2 and 3 dimensional movement and the calculation of forces and momentum;</li> <li>• perform a biomechanical analysis, analyse, interpret and generate a feedback report for performance optimisation in health and sport; and</li> <li>• identify abnormal biomechanics in different sporting techniques and demonstrate the ability to correct the abnormalities.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Writing of class tests</li> <li>• Practical training with 2 and 3 dimensional motion analyses systems</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• Report addressing the integration of technology with real practice issues in sport, injury and disease</li> </ul> <p><b>Assessment plan:</b> Module mark consist of:</p> <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: HMSC324</b>	<b>Semester 2</b>	<b>NQF level: 7, Credits: 16</b>
<b>TITLE: RESEARCH METHODOLOGY</b>		
<p><b>Module outcomes:</b> On completion of the module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• systematic knowledge based in understanding scientific research;</li> <li>• critical understanding of research methods in Human Movement Science;</li> <li>• informed understanding to deal with concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments in Human Movement Science;</li> <li>• fundamental knowledge to debate research findings; and</li> <li>• ethical and professional behaviour while conducting research.</li> </ul>		
<p><b>Assessment criteria:</b> Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• interpret statistical analyses, tables, descriptive analysis, differences and relationships, experimental and summaries typically presented in research reports;</li> <li>• apply fundamental knowledge to debate research findings and then communicate it orally and in writing; and</li> <li>• act in an ethical and professional manner while conducting research.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• Theoretical exam</li> </ul>		

<b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMSC325	<b>Semester</b> 2	<b>NQF level:</b> 7, <b>Credits:</b> 16
<b>TITLE: MANAGEMENT IN SCHOOL SPORT</b>		
<b>Module outcomes:</b> On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge on how to manage school sports;</li> <li>• informed understanding in applying risk management for school sport;</li> <li>• acquired knowledge to recruit, select and appoint adequate coaches and team managers; and</li> <li>• the ability to effectively organise sporting events for the school.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• identify concepts that are important to manage in school sports;</li> <li>• apply risk management in school sport;</li> <li>• recruit, select and appoint appropriate coaches and team managers for school sports; and</li> <li>• organise sporting events, compiling an event program, and evaluate events.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments</li> <li>• PowerPoint presentation</li> </ul>		
<b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Theory exam</li> </ul>		
<b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMSC326	<b>Semester</b> 2	<b>NQF level:</b> 7, <b>Credits:</b> 8
<b>TITLE: SPORT MECHANICS</b>		
<b>Module outcomes:</b> On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• fundamental knowledge on the laws of physics as it relates to human movement in kinetics;</li> <li>• the ability to select, evaluate and effectively apply those standard methods and formulas to solve fundamental problems;</li> <li>• informed understanding on the equipment used in Sport mechanical analyses of movement; and</li> <li>• the ability to conduct ethical behaviour while performing sport mechanical testing.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• identify and apply the laws of physics;</li> <li>• solve fundamental problems by selecting, evaluating and applying standard methods and formulas;</li> <li>• apply informed understanding on how to use the equipment in sport mechanical analysis of movement; and</li> <li>• conduct ethical behaviour while performing sport mechanical testing.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments</li> </ul>		
<b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Theory exam</li> </ul>		
<b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		

<b>Module code: HMSC329</b>	<b>Semester 2</b>	<b>NQF level: 7, Credits: 12</b>
<b>TITLE: CLINICAL EXERCISE PHYSIOLOGY</b>		
<p><b>Module outcomes:</b> After successful completion of this module, the student should:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• evaluate and apply programme prescription criteria;</li> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<p><b>Assessment criteria:</b> The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> <li>• give a formal research-based power-point presentation on the pathophysiology of chronic conditions of lifestyle, pregnancy and intellectual disability;</li> <li>• perform exercise testing of these persons;</li> <li>• prescribe exercises for persons with chronic disease, intellectual/physical disability or pregnancy; and</li> <li>• communicate and educate the applied knowledge to the patient/client.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Writing of structured tests</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• Presenting by means electronic sources, the integrated procedures to be followed during the clinical assessment of person's chronic diseases and special considerations</li> <li>• Class group discussions and debate on exercise related health issues</li> </ul> <p><b>Assessment plan:</b> Module mark consist of:</p> <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: HMSC681</b>	<b>Semester 1 &amp; 2</b>	<b>NQF level: 8, Credits: 32</b>
<b>TITLE: APPLIED RESEARCH METHODOLOGY AND RESEARCH REPORT</b>		
<p><b>Module outcomes:</b> After successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• extensive and systematic knowledge and understanding of the terminology used in Human Movement Sciences through the development and execution of a mini research project;</li> <li>• the development of a research proposal and collect information in the tracing, analysing and syntheses of the relevant and recent literature;</li> <li>• the ability to identify, analyse and solve a research problem in the field of Human Movement Sciences through the collection, processing, analysing of data and to interpret and communicate it by means of professional academic journal-aimed research articles;</li> <li>• the ability to function ethically correct within the required parameters during the execution of the mini research project.</li> </ul>		
<p><b>Assessment criteria:</b> The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> <li>• demonstrate extensive and systematic knowledge and understanding of the terminology used in Human Movement Sciences;</li> <li>• complete a mini research project;</li> <li>• solve a research problem in the field of Human Movement Sciences and communicate it by means of scientific research report;</li> <li>• function ethically correct within the required parameters during the execution of the mini research project.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Class tests</li> </ul>		

<ul style="list-style-type: none"> <li>• Research proposal</li> <li>• Participation mark: 35%</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Oral presentation (30%)</li> <li>• Research report (35%)</li> <li>• Sub-minimum for examination: 40%</li> <li>• Examination mark: 65%</li> <li>• To pass the module, obtain a FINAL mark of: 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMSC682	<b>Semester 1 &amp; 2</b>	<b>NQF level: 8, Credits: 16</b>
<b>TITLE: ADVANCED MOTOR LEARNING AND CONTROL</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• advanced theoretical- and practical knowledge including the application of movement skills development and principles of motor learning and motor control throughout the lifespan;</li> <li>• the ability to analyse, apply and critically reflect on growth and maturational changes of the human body and functions of the neuro-muscular system associated with the learning processes and the skilful movement execution throughout the lifespan;</li> <li>• a critical understanding and application of the motor learning and control concepts and theories within apparently healthy populations of different age groups over the lifespan;</li> <li>• systematic and integrated knowledge of sport talent identification principles, processes, and the application of talent development models;</li> <li>• the ability to apply the skills of long-term athlete development (LTAD) and talent identification development (TID) addressing the complexity of the TID modules based on ethical perspectives of a human movement scientist.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• evaluate and develop motor learning and motor control programmes through the different phases of the lifespan;</li> <li>• develop and present a model on the growth and maturation changes of the human body, indicating the functions of the neuro-muscular system associated with the learning process and skilful movement execution throughout the lifespan;</li> <li>• compile and present different motor skill programmes which implements motor learning and control concepts and theories within different populations;</li> <li>• formulate and implement a talent identification protocol for the sporting population, considering the complexity of the process of talent development models;</li> <li>• present the skills of long-term athlete development (LTAD) and talent identification development (TID) through practical assignments.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Group discussions and lessons on different case studies</li> <li>• Individual assignments</li> <li>• Class tests</li> <li>• Participation mark: 50%</li> </ul>		
<b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Class debate on different case studies</li> <li>• Theoretical examination</li> <li>• Sub-minimum for examination: 40%</li> <li>• Examination mark: 50%</li> <li>• To pass the module, obtain a FINAL mark of: 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMSC683	<b>Semester 1 &amp; 2</b>	<b>NQF level: 8, Credits: 32</b>
<b>TITLE: ADVANCED EXERCISE PHYSIOLOGY</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• comprehensive, systematic, in-depth and integrated knowledge of the metabolic, cardiovascular, respiratory, endocrine, musculoskeletal and immunological systems in apparently healthy populations;</li> <li>• the application of knowledge about the effect of acute and chronic exercise and the influence of environmental factors, nutrition and hydration on the response of the metabolic, cardiovascular, respiratory, endocrine,</li> </ul>		

<p>musculoskeletal and immunological systems in apparently healthy populations and to provide guidelines for nutrition and hydration;</p> <ul style="list-style-type: none"> <li>• context appropriate pre-exercise and –training screening and assessment protocols for apparently healthy persons and be able to interpret the results of screening and testing protocols;</li> <li>• the ability to compile individual and group appropriate physical activity and exercise programs for apparently healthy populations;</li> <li>• the ability to competently communicate the physiological responses of the above-mentioned systems due to exercise via evidence-based facts;</li> <li>• reflection on the values, ethical conduct and justifiability of the decisions appropriate to the practical environment of physical activity and exercise.</li> </ul>		
<p><b>Assessment criteria:</b> The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> <li>• synthesize integrated physiological knowledge of all mentioned systems through written tests, assignments as well as oral presentations;</li> <li>• apply knowledge concerning acute and chronic exercise physiological responses while considering external factors and nutrition to provide solutions to real-life case studies;</li> <li>• implement a context appropriate screening and assessment protocol for an apparently healthy person in a practical set-up;</li> <li>• analyse, evaluate and interpret protocol results to communicate a scientific based report in a written and oral format;</li> <li>• design evidence based individual and group appropriate physical activity and exercise programs for apparently healthy populations;</li> <li>• demonstrate competent communication skills according to rubric criteria;</li> <li>• discuss reflections pertaining to values, ethical conduct and justifiability in the physical activity and exercise practical environment.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Class tests</li> <li>• Assignments</li> <li>• Participation mark: 50%</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• Practical exam</li> <li>• Theoretical examination</li> <li>• Sub-minimum for examination: 40%</li> <li>• Examination mark: 50%</li> <li>• To pass the module, obtain a FINAL mark of: 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMSC684	<b>Semester 1 &amp; 2</b>	<b>NQF level: 8, Credits: 16</b>
<b>TITLE: APPLIED SPORT MECHANICS</b>		
<p><b>Module outcomes:</b> After successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• integrated knowledge of and engagement in sport mechanics and critical understanding and application of linear and angular kinetics and kinematics relevant to human movement;</li> <li>• the application of foundational knowledge about human movement to sport mechanics of complex movements of the upper- and lower limbs and the spine for optimal movement in sport performance;</li> <li>• the ability to select, apply and critically judge the effectiveness of the implementation of a range of movement analysis equipment and software with a view to prevent injuries and optimise performance in activities of daily living and sport performance;</li> <li>• the ability to analyse, select and effectively apply carefully supervised scientific methods of enquiry to conduct a sport mechanical analysis, to reflect on and then address complex sport mechanical solutions and contribute to positive change within practice;</li> <li>• the ability to communicate effectively in a variety of formats (oral, written, visual and electronic) to diverse audiences for the purpose of providing evidence-based arguments related to optimal movement performance;</li> <li>• the ability to act ethically and professionally and take responsibility for their own actions within different academic and sporting environments for biomechanics and to effect change in conduct where necessary.</li> </ul>		
<p><b>Assessment criteria:</b> The outcomes have been mastered when the student can:</p>		

- display integrated sportmechanical knowledge to correctly solve problems and interpret kinetic and kinematic data relevant to human movement case studies;
- interpret, contrast, report and classify simple kinetic and kinematic measurements with regards to upper and lower extremities as well as the spinal movements by means of video analysis, case studies and real-life situation;
- detect, classify and report changes in kinetic and kinematic parameters as optimal or non-optimal through movement analysis software equipment;
- select and execute appropriate movement analysis tools and equipment and evaluate the effectiveness of the implementation thereof with a view to prevent injuries and optimise performance in activities of daily living and sport performance;
- select and justify scientific methods of enquiry to conduct a sport mechanical analyses, by critically reflecting and reviewing scientific articles;
- integrate data from an evaluation to construct and communicate a detailed patient/athlete report and present a basic sport mechanical movement evaluation using appropriate equipment and software to obtain relevant information;
- act ethically during contact sessions and practical training of athletes and clients within different environments and to effect change in conduct where necessary.

**Assessment methods - Formal formative:**

- Portfolio
- Class tests
- Assignments
- Participation mark: 50%

**Assessment methods – Summative:**

- Practical exam
- Theoretical examination
- Sub-minimum for examination: 40%
- Examination mark: 50%
- To pass the module, obtain a FINAL mark of: 50%

**Method of delivery:** Full-time

**Module code:** HMSC685

**Semester 1 & 2**

**NQF level: 8, Credits: 32**

**TITLE: SPORT AND COACHING SCIENCE**

**Module outcomes:**

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

- integrated knowledge of and engagement in administrating sport organisations and application of practical skills regarding creating and executing sport events;
- advanced ability to effectively implement, use and apply kinanthropometry with a view to determine and analyse body composition;
- the ability to select and apply a range of appropriate sport coaching methods to promote optimal skill acquisition.

**Assessment criteria:**

The outcomes have been mastered when the student can:

- create and continuous management of a project plan for a sport event;
- execute the project plan for a sport event;
- make accurate anthropometric measurements (skinfolds, breadths etc) with acceptable TEM's and use that data to calculate the different body composition components (somatotyping, percentage body fat, muscle mass) by means of equations and/or the appropriate software;
- identify, evaluate, and apply appropriate age and skill specific sport coaching methods for optimal skill acquisition.

**Assessment methods - Formal formative:**

- Class tests
- Assignments
- Practical assessments
- Group discussions
- Case studies
- Participation mark: 50%

**Assessment methods – Summative:**

- Theoretical examination
- Sub-minimum for examination: 40%
- Examination mark: 50%
- To pass the module, obtain a FINAL mark of: 50%

<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMSC686	<b>Semester 1 &amp; 2</b>	<b>NQF level: 8, Credits: 16</b>
<b>TITLE: APPLIED SPORT PSYCHOLOGY</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• the ability to select and apply a range of relevant/appropriate mental training tools and skills and critically judge the effectiveness of the implementation thereof;</li> <li>• the ability to correctly conduct, analyse, calculate and interpret the results of various psychological questionnaires and information to evaluate the psychological components of individual and team sport athletes;</li> <li>• the ability to conduct themselves in an ethical and professional manner and promote ethical behaviour of a diverse range of clients to contribute to positive change within the practice of sport psychology;</li> <li>• comprehensive and systematic knowledge of group processes and sport psychology in children.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• identify, apply and provide written, motivated proof of the knowledge gained regarding the mental tools and skills to help solve contextual issues and its effects on human functioning and performance in a sport or physical activity;</li> <li>• accurately analyse, calculate, interpret and report the results obtained from the psychological questionnaires;</li> <li>• address and promote ethical behaviour in a diverse range of clients in the feedback report;</li> <li>• identify, apply and provide written, motivated proof of the knowledge gained regarding group processes sport psychology in children.</li> </ul> <b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments</li> <li>• Practical assessments</li> <li>• Group discussions</li> <li>• Case studies</li> <li>• Participation mark: 50%</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Theoretical examination</li> <li>• Sub-minimum for examination: 40%</li> <li>• Examination mark: 50%</li> <li>• To pass the module, obtain a FINAL mark of: 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMSE121	<b>Semester 2</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: EXERCISE PHYSIOLOGY 1</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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);</li> <li>• have the ability to calculate several energy-related variables in the field of Exercise Physiology;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• 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;</li> </ul>		

- 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

**Assessment plan:**

Module mark consist of:

- Participation mark 50%
- Exam mark 50%

**Method of delivery:** Full-time

**Module code:** HMSE212

**Semester 1**

**NQF level: 6, Credits: 12**

**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 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; and
- 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; and
- 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
- Preparation tests

**Assessment methods – Summative:**

- Semester test
- Class group quizzes
- Formal theoretical examination

**Assessment plan:**

Module mark consist of:

- Participation mark 50%
- Exam mark 50%

**Method of delivery:** Full-time

**Module code:** HMSE222

**Semester** 2

**NQF level:** 6, **Credits:** 12

**TITLE: EXERCISE PHYSIOLOGY 3**

**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; and
- 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; and
- 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

**Assessment plan:**

Module mark consist of:

- Participation mark 50%
- Exam mark 50%

**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:

- 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; and
- 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; and
- 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)

<ul style="list-style-type: none"> <li>Theoretical examination on ergogenic aids (scope and format to be discussed)</li> </ul> <p><b>Assessment plan:</b> Module mark consist of:</p> <ul style="list-style-type: none"> <li>Participation mark 50%</li> <li>Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMSO222	<b>Semester 2</b>	<b>NQF level: 6, Credits: 12</b>
<b>TITLE: ORTHOPAEDICS 1</b>		
<p><b>Module outcomes:</b> After successful completion of this module, the student should:</p> <ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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; and</li> <li>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.</li> </ul>		
<p><b>Assessment criteria:</b> The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> <li>evaluate and identify postural abnormalities, adaptations and deviations in the child, adult and elderly;</li> <li>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;</li> <li>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; and</li> <li>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.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>Practical evaluation of posture in individuals over the lifespan</li> <li>Written class tests on aetiology, signs and symptoms of orthopaedic conditions</li> <li>Group assignments – report on evaluation of orthopaedic conditions in case studies over the lifespan</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>Practical examination – case study</li> <li>Theoretical examination of module content</li> </ul> <p><b>Assessment plan:</b> Module mark consist of:</p> <ul style="list-style-type: none"> <li>Participation mark 50%</li> <li>Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMSO311	<b>Semester 1</b>	<b>NQF level: 7, Credits: 16</b>
<b>TITLE: ORTHOPAEDICS 2</b>		
<p><b>Module outcomes:</b> After successful completion of this module, the student should demonstrate informed knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>integrating knowledge of different rehabilitation techniques for orthopaedic exercise prescription in the different phases of rehabilitation;</li> <li>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;</li> <li>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</li> <li>the thorough understanding and communication of the rehabilitation process of orthopaedic conditions and the role of the multidisciplinary team in this process.</li> </ul>		

**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

**Assessment methods – Summative:**

- 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

**Assessment plan:**

Module mark consist of:

- Participation mark 50%
- Exam mark 50%

**Method of delivery:** Full-time

**Module code:** HMSP211

**Semester** 1

**NQF level:** 6, **Credits:** 16

**TITLE:** SPORT AND EXERCISE PSYCHOLOGY 2

**Module outcomes:**

After successful completion of this module, the student should:

- apply discipline-specific methods and techniques of scientific enquiry and information related to psychological assessment from adolescents, adults and elder persons;
- be able to 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; and
- 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; and
- 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

<ul style="list-style-type: none"> <li>Group discussions in classes on scientific/research basis of exercise and sport psychology</li> <li>Individual and group class assessment techniques.</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>Practical evaluation of the application of the psychological assessment strategies</li> <li>Practical examination of the application of the psychological assessment strategies</li> <li>Formal theoretical examination</li> </ul> <p><b>Assessment plan:</b> Module mark consist of:</p> <ul style="list-style-type: none"> <li>Participation mark 50%</li> <li>Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMXA211	<b>Semester 1</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: COACHING SCIENCE IN ATHLETICS</b>		
<p><b>Module outcomes:</b> On completion of the module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>detailed theoretical and practical knowledge and techniques to offer effective coaching methods in athletics</li> <li>basic knowledge to operate effectively within the context of athletics;</li> <li>logical and critical understanding of the roles of all components of athletics in order to solve athletic-related problems; and</li> <li>ethical and professional behaviour towards athletes, coaches and other staff members.</li> </ul>		
<p><b>Assessment criteria:</b> Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> <li>demonstrate practical knowledge and techniques to offer effective coaching methods in athletics;</li> <li>apply basic knowledge in lesson planning, error analysis, rules and safety of athletics, nutrition guidelines for competitions;</li> <li>identify the scope, professional relationships and approaches within athletics; and</li> <li>act ethical and professional towards athletes, coaches and other staff members.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>Class tests</li> <li>Assignments</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>Theoretical examination</li> <li>Practical examination</li> </ul> <p><b>Assessment plan:</b> Module mark consist of:</p> <ul style="list-style-type: none"> <li>Participation mark 50%</li> <li>Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMXG221	<b>Semester 2</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: COACHING SCIENCE IN GYMNASTICS</b>		
<p><b>Module outcomes:</b> On completion of the module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>detailed theoretical and practical knowledge and techniques to offer effective coaching methods for children;</li> <li>fundamental knowledge to operate effectively within the context of gymnastics;</li> <li>acquired knowledge to critically and logically understand the roles of all components of gymnastics in order to solve problems; and</li> <li>ethical and professional behaviour towards gymnasts, coaches and other staff members.</li> </ul>		
<p><b>Assessment criteria:</b> Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> <li>apply detailed theoretical and practical knowledge and techniques to offer effective coaching methods to children;</li> <li>apply specific assistance during practical performance;</li> <li>apply lesson planning, error analysis, rules and safety of gymnastics, nutrition guidelines for competitions;</li> <li>identify the scope, professional relationships and approaches within gymnastics; and</li> <li>act ethically and professional towards gymnasts, coaches and other staff members</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>Class tests</li> </ul>		

<ul style="list-style-type: none"> <li>• Assignments</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Theoretical examination</li> <li>• Practical examination</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMXH221	<b>Semester 2</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: COACHING SCIENCE IN HOCKEY</b>		
<b>Module outcomes:</b> On completion of the module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• detailed theoretical and practical knowledge and techniques in hockey, to offer effective coaching methods for children;</li> <li>• fundamental knowledge to operate effectively within the context of hockey;</li> <li>• acquired knowledge to critically and logically understand the roles of all components of hockey in order to solve problems; and</li> <li>• ethical and professional behaviour towards participants, coaches and other staff members.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• apply detailed theoretical and practical knowledge and techniques to offer effective hockey coaching methods to children;</li> <li>• apply specific assistance during practical performance;</li> <li>• do lesson planning, error analysis, rules and safety of hockey players, nutrition guidelines for competitions;</li> <li>• identify the scope, professional relationships and approaches within hockey; and</li> <li>• act ethically and professional towards participants, coaches and other staff members.</li> </ul> <b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Theoretical examination</li> <li>• Practical examination</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMXK221	<b>Semester 2</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: COACHING SCIENCE IN CRICKET</b>		
<b>Module outcomes:</b> On completion of the module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• detailed theoretical and practical knowledge and techniques in cricket, to offer effective coaching methods for children;</li> <li>• fundamental knowledge to operate effectively within the context of cricket;</li> <li>• acquired knowledge to critically and logically understand the roles of all components of cricket in order to solve problems; and</li> <li>• ethical and professional behaviour towards participants, coaches and other staff members.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• apply detailed theoretical and practical knowledge and techniques to offer effective cricket coaching methods to children;</li> <li>• implement fundamental knowledge to do lesson planning, error analysis, rules and safety of cricket players, nutrition guidelines for competitions;</li> <li>• reflect acquired knowledge to identify the scope, professional relationships and approaches within cricket;</li> <li>• act ethically and professional towards participants, coaches and other staff members.</li> </ul>		

<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Theoretical examination</li> <li>• Practical examination</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMXN211	<b>Semester 1</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: COACHING SCIENCE IN NETBALL</b>		
<b>Module outcomes:</b> On completion of the module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• detailed theoretical and practical knowledge and techniques in netball, to offer effective coaching methods for children;</li> <li>• fundamental knowledge to operate effectively within the context of netball;</li> <li>• acquired knowledge to critically and logically understand the roles of all components of netball in order to solve problems; and</li> <li>• ethical and professional behaviour towards participants, coaches and other staff members.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• apply detailed theoretical and practical knowledge and techniques to offer effective netball coaching methods to children;</li> <li>• implement fundamental knowledge to do lesson planning, error analysis, rules and safety of netball players, nutrition guidelines for competitions;</li> <li>• reflect acquired knowledge to identify the scope, professional relationships and approaches within netball; and</li> <li>• act ethically and professional towards participants, coaches and other staff members.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Theoretical examination</li> <li>• Practical examination</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> HMXR221	<b>Semester 2</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: COACHING SCIENCE IN RUGBY</b>		
<b>Module outcomes:</b> On completion of the module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• detailed theoretical and practical knowledge and techniques in rugby, to offer effective coaching methods for children;</li> <li>• fundamental knowledge to operate effectively within the context of rugby;</li> <li>• acquired knowledge to critically and logically understand the roles of all components of rugby in order to solve problems; and</li> <li>• ethical and professional behaviour towards participants, coaches and other staff members.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• apply detailed theoretical and practical knowledge and techniques to offer effective rugby coaching methods to children;</li> <li>• implement fundamental knowledge to do lesson planning, error analysis, rules and safety of rugby players, nutrition guidelines for competitions;</li> <li>• reflect acquired knowledge to identify the scope, professional relationships and approaches within rugby; and</li> </ul>		

- 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:** HMXS211

**Semester** 1

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

**TITLE: COACHING SCIENCE IN SWIMMING**

**Module outcomes:**

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

- detailed theoretical and practical knowledge and techniques regarding swimming, to offer effective coaching methods for children;
- fundamental knowledge to operate effectively within the context of swimming;
- acquired knowledge to critically and logically understand the roles of all components of swimming in order to solve problems; and
- ethical and professional behaviour towards participants, coaches and other staff members.

**Assessment criteria:**

Students have mastered the outcomes if they are able to:

- apply detailed theoretical and practical knowledge and techniques to offer effective swimming coaching methods to children;
- implement fundamental knowledge to do lesson planning, error analysis, rules and safety of swimmers, nutrition guidelines for competitions;
- reflect acquired knowledge to identify the scope, professional relationships and approaches within swimming; and
- 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:** HMXT211

**Semester** 1

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

**TITLE: COACHING SCIENCE IN TENNIS**

**Module outcomes:**

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

- detailed theoretical and practical knowledge and techniques regarding tennis, to offer effective coaching methods for children;
- fundamental knowledge to operate effectively within the context of tennis;
- acquired knowledge to critically and logically understand the roles of all components of tennis in order to solve problems; and
- ethical and professional behaviour towards participants, coaches and other staff members.

**Assessment criteria:**

Students have mastered the outcomes if they are able to:

- apply detailed theoretical and practical knowledge and techniques to offer effective tennis coaching methods to children;
- implement fundamental knowledge to do lesson planning, error analysis, rules and safety of tennis players, nutrition guidelines for competitions;

- reflect acquired knowledge to identify the scope, professional relationships and approaches within tennis; and
- 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:** MBWK682

**Semester 1 and 2**

**NQF-Level: 8**

**TITLE: KINDERKINETICS THEORY**

**Module outcomes:**

After the module has been completed, the student should be able to:

- comprehensive and systematic knowledge of the neurological and motor control systems, as well as motor development of 0-13 year-old children;
- skills in the measurement and recording of body composition in children, adults and specific populations;
- integrated knowledge to identify, analyse and suggest possible theory driven solutions to critical problems around the child's motor and physical development; and
- understanding of normal and abnormal motor development at an advanced level, evaluate it, report on it and prescribe and execute intervention programmes.

**Assessment criteria:**

Students have mastered the outcomes if they can:

- identify the motor deviations and motor-related learning problems, as well as apply appropriate assessments and intervention methods;
- evaluate the theoretical foundation and composition (test elements) of evaluation batteries on normal as well as abnormal development;
- demonstrate skills in the measurement and recording of height, length, mass, skin folds, circumferences, and diameter measurements according to the international ISAK standard; and
- collect, analyse and interpret scientific research data and then use the results to evaluate and improve the child's motor and physical development and body composition.

**Assessment methods:**

- Class tests
- Assignments
- Final theoretical examination

**Mode of delivery:**

Modes of delivery for modules are Full-time/contact.

**Module code:** MBWK683

**Semester 1 and 2**

**NQF-Level: 8**

**TITLE: APPLIED KINDERKINETICS PRACTICAL**

**Module outcomes:**

After the module has been completed, the student should be able to:

- an understanding of normal and abnormal motor development at an advanced level; - the ability to evaluate and report on normal and abnormal motor development;
- fundamental knowledge to prescribe and execute intervention and improvement programmes; and
- integrated knowledge of scientific methods and techniques to analyse phenomena/information on the terrain of Kinderkinetics.

**Assessment criteria:**

Students have mastered the outcomes if they can:

- identify and analyse critical issues relating to the child's motor and physical development as well as to generate solutions in an ethically responsible manner by way of appropriate Kinderkinetics intervention and development programmes;
- apply evaluation methods with reference to the neuro-motor development of children in the age group 0-13 years;
- develop Kinderkinetics programmes for varying child populations in a prescribed written format as well as orally to an audience; and

<ul style="list-style-type: none"> <li>• generate solutions relating to the child's physical, motor and body composition in an ethically responsible manner.</li> </ul>		
<b>Assessment methods:</b> <ul style="list-style-type: none"> <li>• Remedial evaluations</li> <li>• Practical class presentations</li> <li>• Practical assignments</li> <li>• Final Oral examination</li> </ul>		
<b>Mode of delivery:</b> Modes of delivery for modules are Full-time/contact.		
<b>Module code: MBWK684</b>	<b>Semester 1 and 2</b>	<b>NQF-Level: 8</b>
<b>TITLE: PROFESSIONAL INTERNSHIP</b>		
<b>Module outcomes:</b> After the module has been completed, the student should be able to: <ul style="list-style-type: none"> <li>• comprehensive knowledge of development movements;</li> <li>• informed understanding to start and manage your own Kinderkinetics enterprise;</li> <li>• the ability to take ethical responsible and justifiable decisions; and</li> <li>• fundamental knowledge to apply problem solving skills.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they can: <ul style="list-style-type: none"> <li>• demonstrate the ability to equip and maintain their own practice by selecting appliances, maintaining equipment, drawing up a budget, adhering to administrative and safety requirements for a practice;</li> <li>• demonstrate skills based on an informed comprehension of prescribed assessment techniques in Kinderkinetics by means of the practical application thereof in a prescribed number of case studies with different physical and motor needs;</li> <li>• evaluate the assessment results of a prescribed number of case studies with a variety of physical and motor needs and to write a report on your evaluation; and</li> <li>• generate solutions that involve the presentation, assessment and reporting of Kinderkinetic programmes and the management of a practice in an ethically responsible and value-driven manner.</li> </ul>		
<b>Assessment methods:</b> <ul style="list-style-type: none"> <li>• Practical class presentations</li> <li>• Assignments</li> <li>• Laboratory practical</li> <li>• Summative assignment</li> </ul>		
<b>Mode of delivery:</b> Modes of delivery for modules are Full-time/contact.		
<b>Module code: MBWK685</b>	<b>Semester 1 and 2</b>	<b>NQF-Level: 8</b>
<b>TITLE: APPLIED EXERCISE PHYSIOLOGY</b>		
<b>Module outcomes:</b> After the module has been completed, the student should be able to: <ul style="list-style-type: none"> <li>• comprehensive knowledge of aspects of exercise physiology and anatomy that relate to child-specific programming;</li> <li>• systematic knowledge of special exercise guidelines and biological maturation aspects when compiling, substantiating, analysing, evaluating and adapting as well as executing child- specific programmes;</li> <li>• information and research skills in problem-solving, and use literature to provide evidence of periodisation and the execution of programmes for special needs;</li> <li>• fundamental knowledge in correctly using concepts, terminologies, convention, and formats in compiling/ formulating programmes; and</li> <li>• that all forms of communication are underpinned by an established value system and that all activities that are related to these programmes will be conducted in an ethically correct manner.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they can: <ul style="list-style-type: none"> <li>• identify elements/portions/parts of complex and poorly defined problems (in children who want to/or have to take part in sport development programmes);</li> <li>• identify, analyse and document physical and motor performance weaknesses which may negatively influence sport performance;</li> <li>• compile programmes for the development of children's physical and motor performance components;</li> <li>• periodize, evaluate and remedy programmes by considering a scientific knowledge base of requirements for different sporting codes and the normal growth profile of children in practice related scenarios and case studies - individually and in groups; and</li> </ul>		

<ul style="list-style-type: none"> <li>• mention and discuss on an on-going basis in all their written and oral assignments the ethical questions and the value system that it is based on.</li> </ul>		
<b>Assessment methods:</b> <ul style="list-style-type: none"> <li>• Group work</li> <li>• Practical group work</li> <li>• Individual presentations</li> <li>• Class tests</li> <li>• Final theoretical examination</li> </ul>		
<b>Mode of delivery:</b> Modes of delivery for modules are Full-time/contact.		
<b>Module code: MBWK686</b>	<b>Semester 1 and 2</b>	<b>NQF-Level: 8</b>
<b>TITLE: CHILD WELFARE AND HEALTH PROMOTION</b>		
<b>Module outcomes:</b> After the module has been completed, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate extensive and systematic knowledge and understanding of the terminology used in child welfare, the therapeutic process, behaviour adaptations to enhance quality of life, and of the effect of music on the development of a child, and improve the self-concept of the child by improving motor skills, the theoretical base and the practical application of the principles of total welfare;</li> <li>• demonstrate skills to identify and analyse critical problems around the child's total welfare and generate solutions in an ethically responsible manner;</li> <li>• demonstrate the ability to collect, analyse and interpret scientific research data under supervision from literature and case studies and use the results to make suggestions to improve the total welfare and health of the child; and</li> <li>• develop therapeutic recreation programmes for a variety of child populations and communicate this in writing and orally to an audience of peers and evaluate and improve the programme and feedback where and if necessary, and generate solutions in an ethically responsible manner.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they can: <ul style="list-style-type: none"> <li>• demonstrate extensive and systematic knowledge and understanding of the terminology used in child welfare, the therapeutic process, behaviour adaptations to enhance quality of life, and of the effect of music on the development of a child, and improve the self-concept of the child by improving motor skills, the theoretical base and the practical application of the principles of total welfare;</li> <li>• demonstrate skills to identify and analyse critical problems around the child's total welfare and generate solutions in an ethically responsible manner;</li> <li>• demonstrate the ability to collect, analyse and interpret scientific research data under supervision from literature and case studies and use the results to make suggestions to improve the total welfare and health of the child; and</li> <li>• develop therapeutic recreation programmes for a variety of child populations and communicate this in writing and orally to an audience of peers and evaluate and improve the programme and feedback where and if necessary, and generate solutions in an ethically responsible manner.</li> </ul>		
<b>Assessment methods:</b> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments</li> <li>• Final theoretical examination</li> </ul>		
<b>Mode of delivery:</b> Modes of delivery for modules are Full-time/contact.		
<b>RECREATION SCIENCES</b>		
<b>Module code: HMSC322</b>	<b>Semester 2</b>	<b>NQF level: 7, Credits: 16</b>
<b>TITLE: THERAPEUTIC RECREATION</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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; and</li> </ul>		

- address the challenges and future tendencies within the therapeutic recreation in a creative and innovative manner and to contribute towards this service within South Africa.

#### **Assessment criteria:**

The outcomes have been mastered when the student can:

- 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, and interventions employed, and evaluation criteria, and safety and risk protocols;
- demonstrate an understanding of individual and group rehabilitation.

#### **Assessment methods - Formal formative:**

- Class tests
- Individual and group assignments
- Class work

#### **Assessment methods – Summative:**

- Formal theoretical examination

#### **Assessment plan:**

Module mark consist of:

- Participation mark 50%
- Exam mark 50%

**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:

- 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; and
- 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; and
- 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

<b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Theory Examination</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> RKKX115	<b>Semester</b> 1	<b>NQF level:</b> 5, <b>Credits:</b> 12
<b>TITLE: INTRODUCTION TO LEISURE BEHAVIOUR</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate the following: <ul style="list-style-type: none"> <li>• knowledge and an informed understanding of key terms and concepts that relate to and influence the leisure behaviour of individuals and societies;</li> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> The module outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• successfully explain key terms and concepts related to leisure behaviour;</li> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul> <b>Assessment methods – Formal formative:</b> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Semester test</li> <li>• Group assignment</li> <li>• Classwork and preparation</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Theory Examination</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> RKKX124	<b>Semester</b> 2	<b>NQF level:</b> 5, <b>Credits:</b> 12
<b>TITLE: GROUP DYNAMICS IN RECREATION</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate the following: <ul style="list-style-type: none"> <li>• 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;</li> <li>• an ability to distinguish, evaluate and solve routine or new problems with regard to group dynamics within the field of recreation;</li> <li>• 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;</li> <li>• 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; and</li> </ul>		

- 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; and
- 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:**

- Theory Examination

**Assessment plan:**

Module mark consist of:

- Participation mark 50%
- Exam mark 50%

**Method of delivery:** Full-time

**Module code:** RKKX126

**Semester** 2

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

**TITLE: RECREATION ACTIVITY LEADERSHIP**

**Module outcomes:**

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

- knowledge and an informed understanding of leadership and safety within all recreation programme formats;
- an ability to select, plan and implement skills needed to act as a professional leader within the field of recreation in order to present successful recreation programmes;
- an ability to act in accordance with acceptable ethical and professional behaviour such as required in the code of conduct of a recreation professional and the academic environment;
- the ability to communicate understanding of key activity leadership concepts either verbally, practically or in writing, via discussions, presentations and assignments in an accurate and coherent manner, with understanding of copyright and plagiarism; and
- 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.

**Assessment criteria:**

The module outcomes have been mastered when the student can:

- explain and describe the basic concepts regarding leadership and safety within recreation programme formats;
- demonstrate the ability to instruct and lead a group when presenting a number of different recreational activities;
- perform in an ethical and professional manner as expected from a recreation professional and a person within an academic environment;
- prepare or compile key activity leadership concepts either verbally, practically or in writing, via discussions, presentations and assignments in an accurate and coherent manner, with understanding of copyright and plagiarism; and
- exhibit the ability to operate in a team and make appropriate contributions to successfully complete an assignment related to activity leadership, taking responsibility for learning progress and outcome realization of the team.

**Assessment methods – Formal formative:**

- Class tests
- Semester test
- Group assignment
- Classwork and preparation
- Practical assessment

**Assessment methods – Summative:**

- Theory Examination

**Assessment plan:**

Module mark consist of:

<ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> RKKX215	<b>Semester 1</b>	<b>NQF level: 6, Credits: 16</b>
<b>TITLE: LEISURE BEHAVIOUR</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate the following: <ul style="list-style-type: none"> <li>• detailed knowledge and understanding of key terms, concepts and theories related to psycho-social aspects of leisure;</li> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> The module outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• write an accurate and coherent report related to various psycho-social aspects of leisure and verbally present the report to an audience; and</li> <li>• 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.</li> </ul> <b>Assessment methods – Formal formative:</b> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Semester test</li> <li>• Group assignments</li> <li>• Classwork and preparation</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Theory Examination</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> RKKX216	<b>Semester 1</b>	<b>NQF level: 6, Credits: 16</b>
<b>TITLE: INCLUSIVE RECREATION</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate the following: <ul style="list-style-type: none"> <li>• knowledge and informed understanding regarding the foundations of inclusive recreation, including the related concepts, processes and models;</li> <li>• the ability to understand and communicate the provision of leisure services for diverse populations and staff training;</li> <li>• knowledge of the applications of inclusive practices in recreation and leisure; and</li> <li>• the ability to analyse and apply the various areas of inclusion to leisure and recreation services.</li> </ul>		
<b>Assessment criteria:</b> The module outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• successfully demonstrate detailed knowledge regarding the foundations of inclusive recreation, the related concepts, processes and models;</li> <li>• demonstrate the ability to apply the processes and models of inclusive recreation within a variety of situation;</li> <li>• analyse and apply various areas of inclusive recreation services;</li> <li>• demonstrate the ability to identify and apply/evaluate the fundamental aspects of the different areas of practice in recreation and leisure; and</li> <li>• operate as part of a group in the completion of assignments related to inclusive recreation.</li> </ul>		

<b>Assessment methods – Formal formative:</b> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Class tests</li> <li>• Semester test</li> <li>• Class work</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Theory Examination</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> RKKX225	<b>Semester</b> 2	<b>NQF level:</b> 6, <b>Credits:</b> 16
<b>TITLE: RECREATION PROGRAMMING</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate the following: <ul style="list-style-type: none"> <li>• detailed knowledge of key concepts in the field of recreation and how these can be applied in the programming of recreation services;</li> <li>• 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;</li> <li>• an ability to formulate, evaluate and discuss aspects around programme goals and objectives;</li> <li>• 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;</li> <li>• an ability to use the results of a needs assessment to develop benefits-based recreation programmes;</li> <li>• an ability to implement a recreation programme, paying attention to format, role, activities and staffing;</li> <li>• an ability to manage and work with a team to successfully complete tasks;</li> <li>• an ability to clearly communicate (verbally and in writing) ideas pertaining to the provision of recreation services;</li> <li>• an ability to reflect on ethical conduct and reasonable decision making for practice as a leisure services professional; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> The module outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• distinguish between the concepts and apply them within the field of recreation programming;</li> <li>• plan a programme based on the programme planning steps;</li> <li>• confidently select methods for identifying leisure needs and justify his/her choice;</li> <li>• develop programme goals and objectives specifically suitable for diverse programmes</li> <li>• develop a successful benefits-based recreation programme within a team;</li> <li>• display ethically sound behaviour and reasonable decision-making in the development of a benefits-based programme;</li> <li>• actively participate during class time and completes tasks;</li> <li>• successfully and effectively complete tasks within a group-setting; and</li> <li>• successfully completing expected tasks timeously and takes initiative to facilitate own learning process.</li> </ul> <b>Assessment methods – Formal formative:</b> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Teaching tests</li> <li>• Semester test</li> <li>• Class discussions</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Theory Examination</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		

<b>Module code: RKKX226</b>	<b>Semester 2</b>	<b>NQF level: 6, Credits: 16</b>
<b>TITLE: RECREATION FACILITIES MANAGEMENT</b>		
<p><b>Module outcomes:</b></p> <p>After successful completion of this module, the student should demonstrate the following:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• an ability to identify changes and factors influencing the responsibility of managing facilities in the recreation and leisure industry;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<p><b>Assessment criteria:</b></p> <p>The module outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> <li>• use the knowledge and understanding attained regarding the fundamentals of facility management, to help solve related facility problems individually or as part of a group;</li> <li>• 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;</li> <li>• behave professional and ethical while conducting individual research, producing written assignments and while function in a group setting;</li> <li>• produce truthful reports and assignments, with consideration to the rules on plagiarism and copyright; and</li> <li>• accept accountability for own learning progress and assessment results to successfully comprehend the outcomes of the recreation management module.</li> </ul> <p><b>Assessment methods – Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Teaching tests</li> <li>• Assignments</li> <li>• Practical session</li> <li>• Semester Test</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• Theory Examination</li> </ul> <p><b>Assessment plan:</b></p> <p>Module mark consist of:</p> <ul style="list-style-type: none"> <li>• Participation mark 50%</li> <li>• Exam mark 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: RKKX316</b>	<b>Semester 1</b>	<b>NQF level: 7, Credits: 16</b>
<b>TITLE: LEISURE EDUCATION</b>		
<p><b>Module outcomes:</b></p> <p>After successful completion of this module, the student should demonstrate the following:</p> <ul style="list-style-type: none"> <li>• an ability to demonstrate integrated knowledge and understanding of leisure education;</li> <li>• an understanding of contested knowledge on the foundations of leisure education, recommendations for leisure education, and the effects of leisure education;</li> <li>• an ability to systematically design, implement and evaluate leisure education programmes in an ethical and responsible manner for various target groups;</li> <li>• 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;</li> </ul>		

- 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; and
- 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 as a group;
- behave professionally and ethically while designing, implementing and evaluating a leisure education programme;
- conduct focused research with the use of appropriate methods to resolve issues within the scope of leisure education which carry the potential to impact how leisure education programmes are delivered;
- produce truthful reports and assignments, with consideration of the rules on plagiarism and copyright; and
- positively contribute to the successful completion of tasks on leisure education in a group setting and confidently convey ideas to fellow students.

#### **Assessment methods – Formal formative:**

- Teaching tests
- Assignments
- Semester Test
- Class Discussions

#### **Assessment methods – Summative:**

- Theory Examination

#### **Assessment plan:**

Module mark consist of:

- Participation mark 50%
- Exam mark 50%

**Method of delivery:** Full-time

**Module code:** RKKX317

**Semester** 1

**NQF level:** 7, **Credits:** 16

#### **TITLE: RECREATION MANAGEMENT AND ADMINISTRATION**

#### **Module outcomes:**

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

- integrated knowledge and understanding of a) the theories and philosophy of management and b) how that knowledge relates to the South African recreation and leisure industry;
- a personal philosophical framework as a recreation manager by assessing the different views and perspectives of management in the South African recreation and leisure industry;
- an ability to identify and address management-related problems of different departments in a recreation and leisure industry settings and to apply correct methods to manage and solve the identified problems in a theoretical setting;
- the responsibility to gather and select appropriate procedures and research methods to do focused research on specific management problems that will ultimately effect change within practice;
- professional and ethical behaviour in the problem solving, decision making and choices as a member of a management team involved in the workings of a South African recreation and leisure organisation;
- the ability to provide truthful and correct written and verbal communication of different kinds of information relevant to the field of recreation management, while showing an understanding copyright and rules on plagiarism; and
- 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.

#### **Assessment criteria:**

The module outcomes have been mastered when the student can:

- use the knowledge and understanding attained regarding the theories and philosophy of management to help solve 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; and
- show 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
- Semester Test
- Class Work

**Assessment methods – Summative:**

- Theory Examination

**Assessment plan:**

Module mark consist of:

- Participation mark 50%
- Exam mark 50%

**Method of delivery:** Full-time

**Module code:** RKKX328

**Semester 2**

**NQF level: 7, Credits: 8**

**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; and
- the ability to act as a group member and group leader and contribute appropriate skills to successfully complete a 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; and
- operate as part of a group in the completion of a recreation project, ensuring that learning progress and outcome realization of the team occurred.

**Assessment methods – Continuous assessment:**

- Assignments
- Practical sessions
- Class work
- Project implementation

**Assessment plan:**

Module mark consist of:

- Continuous assessment 100%

**Method of delivery:** Full-time

**Module code:** RKKX677

**Semester 1 and 2**

**NQF-Level: 8, Credits: 24**

**TITLE: THERAPEUTIC RECREATION**

**Module outcomes:**

After the module has been completed, the student should be able to:

<ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge base of therapeutic recreation within a multidisciplinary relationship, together with the philosophical basis for effective service delivery, and combine this knowledge with the necessary theoretical expertise to identify, analyse, evaluate and solve practice-oriented problems;</li> <li>• successfully master effective and appropriate planning skills within the therapeutic recreation process in order to implement a variety of interventions;</li> <li>• handle sensitive issues in the therapeutic recreation practice in an ethical and responsible manner; and</li> <li>• collect, analyse and interpret scientific research data under supervision from literature and case studies and use the results for positive leisure time functioning.</li> </ul>		
<b>Assessment criteria</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• demonstrate a comprehensive understanding of therapeutic recreation within a multidisciplinary relationship and service delivery;</li> <li>• to combine this knowledge with the necessary theoretical expertise to identify, analyse, evaluate and solve practice-oriented problems;</li> <li>• follow and implement the therapeutic recreation process within a variety of situations;</li> <li>• identify, explain, evaluate and handle sensitive issues in the delivery of therapeutic recreation practice in an ethical and responsible manner; and</li> <li>• demonstrate the ability to collect, analyse and interpret scientific research data under supervision from literature and case studies and use the results for positive leisure time functioning.</li> </ul>		
<b>Assessment methods:</b> <ul style="list-style-type: none"> <li>• Individual and group assignments</li> <li>• Class tests</li> <li>• Individual and group presentations</li> <li>• Planning TR intervention programmes</li> <li>• Formal theoretical examination</li> </ul>		
<b>Mode of delivery:</b> Full-time/contact. No modules are presented “online” or presented from one campus to students on another campus.		
<b>Module code:</b> RKKX681	<b>Semester 1 and 2</b>	<b>NQF-Level: 8, Credits: 24</b>
<b>TITLE: APPLIED RECREATION MANAGEMENT</b>		
<b>Module outcomes:</b> After the module has been completed, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• comprehensive and systematic fundamental knowledge and practical skills with regard to the planning, organising and presentation of outcome-based outdoor and adventure-based recreation services;</li> <li>• the ability to plan, organise, present and manage outdoor and adventure-based recreation services in a professional manner;</li> <li>• a coherent and critical understanding of the science, research and technology and the ability to combine that with the necessary theoretical expertise in order to identify and solve known problems in the outdoor- and adventure-based recreation practice; and</li> <li>• mastery of sensitive issues in outdoor- and adventure-based recreation practice in a professional and ethically accountable manner.</li> </ul>		
<b>Assessment criteria</b> The module outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• present comprehensive and systematic fundamental knowledge and practical skills with regard to the planning, organising and presentation of outcome-based outdoor and adventure-based recreation services;</li> <li>• successfully plan, organise, present and manage outcome-based outdoor and adventure-based recreation services in a professional manner through effective and appropriate use of fundamental knowledge and practical skills;</li> <li>• identify and solve known problems in outdoor and adventure-based recreation services practice through a coherent and critical understanding of the science, research and technology;</li> <li>• manage sensitive issues in outdoor and adventure-based recreation services practice in a professional and ethically accountable manner.</li> </ul>		
<b>Assessment methods:</b> <ul style="list-style-type: none"> <li>• Teaching tests</li> <li>• Assignments</li> <li>• Practical project</li> <li>• A final theoretical examination</li> </ul>		
<b>Mode of delivery</b> Full-time/contact. No modules are presented “online” or presented from one campus to students on another campus.		

<b>Module code: RKKX682</b>	<b>Semester 1 and 2</b>	<b>NQF-Level: 8, Credits: 24</b>
<b>TITLE: RECREATION PROGRAMMING</b>		
<b>Module outcomes:</b> After the module has been completed, the student should be able to: <ul style="list-style-type: none"> <li>• an understanding of recreation service provision from a South African context;</li> <li>• a comprehensive knowledge base on programme planning, organising, implementing and evaluation;</li> <li>• make use of researched and scientific evidence to solve recreation-related problems;</li> <li>• design, implement and evaluate outcome-based recreation programmes for individuals and groups;</li> <li>• collect, analyse and interpret scientific research data under supervision from literature and use results for positive leisure-time functioning; and</li> <li>• behave ethically and produce truthful reports and assignments with consideration to rules guiding academic conduct; and</li> <li>• effective contribution in a group and take leadership for certain tasks.</li> </ul>		
<b>Assessment criteria</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• use knowledge to programme leisure time specific to the South African population;</li> <li>• use the knowledge and understanding gained regarding the fundamentals of recreation and to solve recreation-related problems individually or as part of a group;</li> <li>• use literature to solve problems arising within recreation programming;</li> <li>• Produce evidence of implemented programmes for positive leisure-time functioning;</li> <li>• provide written evidence of planned programmes for individuals and groups;</li> <li>• produce truthful reports on assignments and tasks given without plagiarism and careful attention to copyright; and present exceptional work requiring team effort.</li> </ul>		
<b>Assessment methods:</b> <ul style="list-style-type: none"> <li>• Written class tests on specific study units</li> <li>• Group work activities, assignments</li> <li>• Oral presentations and discussions on various study sections as class involvement</li> <li>• A final theoretical examination.</li> </ul>		
<b>Mode of delivery:</b> Full-time/contact. No modules are presented "online" or presented from one campus to students on another campus.		
<b>Module code: RKKX683</b>	<b>Semester 1 and 2</b>	<b>NQF-Level: 8, Credits: 32</b>
<b>TITLE: OUTDOOR LEADERSHIP</b>		
<b>Module outcomes:</b> After the module has been completed, the student should be able to: <ul style="list-style-type: none"> <li>• comprehensive and systematic fundamental knowledge and practical skills with regard to the planning, organising and presentation of outcome-based outdoor and adventure based recreation services;</li> <li>• by means of effective and appropriate use of fundamental knowledge and practical skills successfully plan, organise, present and manage outdoor and adventure based recreation services in a professional manner;</li> <li>• a coherent and critical understanding of the science, research and technology and the ability to combine that with the necessary theoretical expertise in order to identify and solve known problems in the outdoor- and adventure based recreation practice; and</li> <li>• mastery of sensitive issues in outdoor- and adventure based recreation practice in a professional and ethically accountable manner.</li> </ul>		
<b>Assessment criteria</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• present comprehensive and systematic fundamental knowledge and practical skills with regard to the planning, organising and presentation of outcome-based outdoor and adventure based recreation services;</li> <li>• successfully plan, organise, present and manage outcome-based outdoor and adventure based recreation services in a professional manner through effective and appropriate use of fundamental knowledge and practical skills;</li> <li>• identify and solve known problems in outdoor and adventure based recreation services practice through a coherent and critical understanding of the science, research and technology; and</li> <li>• manage sensitive issues in outdoor and adventure based recreation services practice in a professional and ethically accountable manner.</li> </ul>		
<b>Assessment methods:</b> <ul style="list-style-type: none"> <li>• Formal assessment (class tests, assignments and practical evaluations)</li> <li>• Final theoretical and practical examination.</li> </ul>		

**Mode of delivery:** Full-time/contact. No modules are presented “online” or presented from one campus to students on another campus.

## HSC.15.2 SCHOOL OF PHARMACY

<b>Module code: FBCG211</b>	<b>Semester 1</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: PHARMACEUTICAL BIOCHEMISTRY</b>		
<p><b>Module outcomes:</b> After completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• a detailed knowledge and understanding of the structure and function of biological molecules, enzymology, basic concepts in metabolism, biotechnology and clinical biochemistry;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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</li> <li>• 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.</li> </ul>		
<p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Formal formative assessments include scheduled individual written assessments (at least 3) and assessments during practicals (laboratory work)</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• 1x written assessment (2 hours) of 70-75 marks during the formal examination session</li> </ul> <p><b>Assessment plan:</b></p> <ul style="list-style-type: none"> <li>• 3x individually written assessments (individual) to a maximum of: 60%</li> <li>• Class attendance / participation + assessments for practical work in a laboratory: 40%.</li> <li>• 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).</li> <li>• The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</li> <li>• During the summative assessment an examination sub minimum of 40% is required.</li> <li>• A module mark of at least 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: FCAG122</b>	<b>Semester 2</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: PHARMACEUTICAL CALCULATIONS</b>		
<p><b>Module outcomes:</b> After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a sound knowledge of the following: fundamental mathematics and arithmetic principles, proportion and ratio calculations; percentage calculations; dilution calculations;</li> <li>• successfully and accurately complete calculations regarding percentages, dilutions, drug potencies, milli-equivalents, milli-moles and micro-moles; and drug bases;</li> <li>• show competency in applying the above mentioned mathematical calculations accurately and correctly in relevant pharmaceutical problems and problem solving; and</li> <li>• demonstrate the skills in the accurate and correct application of all the fundamental mathematical and arithmetic principles in problem solving.</li> </ul>		
<p><b>Assessment criteria:</b> After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• 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;</li> </ul>		

- 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 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 I B**

**Module outcomes:**

On completion of the module this module the student should be able to

- be able to understand the pharmaceutical significance of stereochemistry;
- have insight in the chirality of drug molecules;
- be appreciative of the role of stereochemistry in the use of drugs;
- have a fundamental knowledge of the chemistry and biological characteristics of natural products;
- have a fundamental knowledge of the chemistry and biological characteristics of inorganic medicinal products;
- demonstrate applicable skills in terms of collaboration in the health care team;
- use knowledge of the chemistry and biological properties of natural products and inorganic medicinal products to advise patients on the safe use of both classes of compounds as single products or in combination therapy; and
- 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

<b>Module code: FCHG312</b>	<b>Semester 1</b>	<b>NQF level: 7, Credits: 16</b>
<b>TITLE: PHARMACEUTICAL CHEMISTRY II A</b>		
<b>Module outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>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;</li> <li>evaluate the procedures in the analytical methods and express your opinion on them;</li> <li>perform simple, applicable solving of problems;</li> <li>successfully co-operate in groups; and</li> <li>rigidly adhere to conventions and ethical codes in terms of quality control, considering a client centred approach.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>Class tests</li> <li>Practical assessments, including reports and an examination</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>1x3 hour written summative assessment (100 marks)</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>3x Formal Assessments (to a total of): 50%</li> <li>Practical/laboratory Report: 20%</li> <li>Practical Exam: 30%</li> <li>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).</li> <li>The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</li> <li>During the summative assessment an examination sub minimum of 40% is required.</li> <li>A module mark of at least 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: FCHG322</b>	<b>Semester 2</b>	<b>NQF level: 7, Credits: 12</b>
<b>TITLE: PHARMACEUTICAL CHEMISTRY II B</b>		
<b>Module outcomes:</b> On completion of this module students should be able to: <ul style="list-style-type: none"> <li>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;</li> <li>discuss the chemical properties of organic compounds in relation to their chemical reactivity, physicochemical properties and biological activity and its application in practice;</li> <li>describe and apply structure activity relationships (SAR) and its use in drug design;</li> <li>discuss the basic scaffold (which includes stereochemistry) and methods for the synthesis or attainment of drugs from different classes and the application thereof;</li> <li>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;</li> <li>use a variety of media to communicate scientifically and be able to express ideas accurately, unambiguously and concisely using the correct subject terminology;</li> <li>independently find a solution to problems through creative and critical thinking by employing knowledge, literature and research concepts;</li> <li>function independently in a group or act as a leader;</li> <li>form an exceptional attitude towards medicine through knowledge obtained and realise your responsibility in the handling thereof; and</li> <li>perform a simple organic synthesis in the laboratory by employing standard methods and be able to communicate the results effectively.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>Scheduled written assessments</li> <li>Assessment of tutorials</li> <li>Assessment of laboratory practical work</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>1x2 hour written summative assessment (70-75 marks).</li> </ul>		

<b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• 3x formal written assessments (@27% each): 81%</li> <li>• Practical/laboratory work and related tutorials: 19%</li> <li>• 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).</li> <li>• The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</li> <li>• During the summative assessment an examination sub minimum of 40% is required.</li> <li>• A module mark of at least 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> FCHG413	<b>Semester 1</b>	<b>NQF level: 8, Credits: 16</b>
<b>TITLE: PHARMACEUTICAL CHEMISTRY III A</b>		
<b>Module outcomes:</b> After the successful completion of this module, the student must be able to demonstrate: <ul style="list-style-type: none"> <li>• integrated knowledge of and engagement of selected disease states and critical understanding and application of the pharmacological approaches for the treatment of these diseases;</li> <li>• critical understanding of the complex nature of knowledge transfer from mechanisms of action of selected classes of drugs to the interactions of these drugs with their biological targets;</li> <li>• advanced ability to effectively implement the principles of medicinal chemistry and drug design to the study of the relationship between biological activity and structure;</li> <li>• integrated knowledge and coherent understanding of the metabolic activation, deactivation and elimination of drugs; and</li> <li>• the ability to analyse the physicochemical and pharmacokinetic properties of drugs and with theory-driven arguments motivate if these drugs will be effective medicines.</li> </ul>		
<b>Assessment methods – Formal formative:</b> <ul style="list-style-type: none"> <li>• Formal written assessment on the theoretical content of the module and assessment of laboratory work covering the content of the module (both individually and group assignments)</li> </ul>		
<b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• 1x3 hour written summative assessment (100 marks).</li> </ul>		
<b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• 3x formal written assessments (@25% each): 75%</li> <li>• 1x practical examination: 25%</li> <li>• 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 sessions (with a minimum PM of 40% required for access to the summative assessment).</li> <li>• The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</li> <li>• During the summative assessment an examination sub minimum of 40% is required.</li> <li>• A module mark of at least 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> FFSG421	<b>Semester 2</b>	<b>NQF level: 8, Credits: 24</b>
<b>TITLE: INTEGRATED PHARMACEUTICAL CARE</b>		
<b>Module outcomes:</b> After completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• integrate and apply foundational scientific principles and knowledge to pharmaceutical sciences;</li> <li>• apply integrated knowledge of product development in the compounding, manufacturing, distribution and dispensing of pharmaceutical products;</li> <li>• compound, manipulate and prepare medication in compliance with Good Pharmacy Practice (GPP) rules, Good Manufacturing Practice (GMP) and/or Good Clinical Practice (GCP) guidelines;</li> <li>• manage the manufacture, packaging and registration of pharmaceutical products in compliance with GMP and GCP;</li> <li>• manage the logistics of the selection, procurement, storage, distribution and disposal of pharmaceutical products;</li> </ul>		

- 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; and
- 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:** FKL G212

**Semester** 1

**NQF level:** 6, **Credits:** 16

**TITLE: PHARMACOLOGY I A**

**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:**

- 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

<p>the semester examination session (with a minimum PM of 40% required for access to the summative assessment).</p> <ul style="list-style-type: none"> <li>• The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</li> <li>• During the summative assessment an examination sub minimum of 40% is required.</li> <li>• A module mark of at least 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> FKLG222	<b>Semester 2</b>	<b>NQF level: 6, Credits: 16</b>
<b>TITLE: PHARMACOLOGY I B</b>		
<p><b>Module outcomes:</b></p> <p>After completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>○ reflect well-rounded knowledge of: <ul style="list-style-type: none"> <li>• all the pharmacology of drugs with effects in the cardiovascular and haemopoietic systems, and be able to apply this knowledge in the treatment of selected cardiovascular diseases;</li> <li>• the physiological role of the autacoids and relate this to drug action influencing the effects of these substances;</li> <li>• 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;</li> <li>• 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;</li> </ul> </li> <li>○ show the necessary skills and competencies to: <ul style="list-style-type: none"> <li>• retrieve and verify information from appropriate sources;</li> <li>• make differential diagnoses within the context of the module;</li> <li>• select suitable drugs for certain illnesses;</li> <li>• communicate information and advice in accurate, coherent and scientific written and verbal communication to patients, the public and health professions;</li> <li>• use appropriate technology and applications in performing duties and responsibilities, communication and research;</li> <li>• function effectively as member of a group / health team;</li> <li>• resolve / manage / prevent problems caused by drugs, e.g. side effects, toxicity, interactions, in the context of the module concerned;</li> </ul> </li> <li>○ on the basis of a sensitised ethical-moral value system: <ul style="list-style-type: none"> <li>• act in the interests of the patient.</li> </ul> </li> </ul>		
<p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Written formative assessments</li> <li>• Class participation</li> <li>• Tutorials</li> <li>• Assignments</li> <li>• Group work</li> <li>• Class work</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• 1x3 hour assessment (100 marks)</li> </ul> <p><b>Assessment plan:</b></p> <ul style="list-style-type: none"> <li>• 3x individual (written) assessments (to a total of): 90% - not one assessment exceeds 35%</li> <li>• Class work, tutorials, group work, assignments, class attendance: 10%</li> <li>• 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).</li> <li>• The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</li> <li>• During the summative assessment an examination sub minimum of 40% is required.</li> <li>• A module mark of at least 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> FKLG312	<b>Semester 1</b>	<b>NQF level: 7, Credits: 16</b>
<b>TITLE: PHARMACOLOGY II A</b>		
<p><b>Module outcomes:</b></p> <p>On completion of this module the student should be able to:</p>		

- 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:**

- 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

**TITLE: PHARMACOLOGY II B**

**Module outcomes:**

On completion of this module, the student should:

- have basic knowledge and demonstrate understanding of the ways in which microbial and human cells function, divide, communicate and die;
- apply this knowledge and these principles in clinical case studies as well as in decision-making processes regarding the appropriate use of medication;
- demonstrate in-depth understanding and knowledge of the pharmacological and pharmacotherapeutic principles that find application in the chemotherapy of infectious conditions and conditions related to abnormal human cell functioning;
- demonstrate understanding of the aetiology (both microbiological and immunological) of specific infections and infestations;
- demonstrate in-depth understanding and knowledge of the pharmacological and pharmacotherapeutic principles that find application in the therapy of conditions related to abnormal human cell functioning;
- demonstrate understanding of the aetiology of conditions that are related to abnormal human cell functioning;
- act by solving problems during the handling of case studies;
- communicate meaningfully with other professions in the health team and give advice with regard to a variety of different pharmacological topics both orally and in writing; and
- 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:**

- 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:** FKL412**Semester** 1**NQF level:** 8, **Credits:** 16**TITLE:** PHARMACOLOGY III A**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, hominoids 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; and
- on the basis of a professional ethical-moral value system: act in the interests of the patient.

**Assessment methods - Formal formative:**

- This module currently employs 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.

<b>Method of delivery:</b> Full-time		
<b>Module code:</b> FMSG212	<b>Semester 1</b>	<b>NQF level: 6, Credits: 16</b>
<b>TITLE: PHARMACEUTICS I A</b>		
<b>Module outcomes:</b> After completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• A maximum of 4 formative assessments</li> <li>• a class participation mark</li> <li>• and assessment/evaluation of laboratory/practical work</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• 1x3 hour 100-mark written assessment during the examination session</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• Formative assessments (to a maximum of): 75%, Participation in class: 5%, Laboratory work: 20%</li> <li>• 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).</li> <li>• The participation mark and examination mark (Summative assessment mark) are used in a 1:1 ratio to compute the module mark.</li> <li>• During the summative assessment an examination sub minimum of 40% is required.</li> <li>• A module mark of at least 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> FMSG223	<b>Semester 2</b>	<b>NQF level: 6, Credits: 16</b>
<b>TITLE: PHARMACEUTICS I B</b>		
<b>Module outcomes:</b> After completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge of the basic concepts of bioavailability, biopharmaceutics and pharmacokinetics during dosage form design and dispensing;</li> <li>• detailed knowledge of the absorption, distribution, metabolism and elimination (ADME) of orally administered drugs or medicines;</li> <li>• competency to interpret prescriptions and advise patients about the correct use of medicines in order to assure effective drug action; and to communicate scientifically;</li> <li>• competency to identify and communicate factors affecting the optimal use and action of drugs;</li> <li>• competency to identify and assess the effect of factors such as disease state, mass, and age on variations in drug action;</li> <li>• competency to assess and communicate to patients the effect of route of administration of drugs on optimal drug action; and</li> <li>• 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.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• Class participation</li> <li>• and practical assessments</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• 1x 3 hour written assessment (100 marks).</li> </ul>		

<b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• 4x individual written assessment (totalling): 80% (with no one assessment exceeding 35%), Class participation and practical assessments: 20%</li> <li>• 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).</li> <li>• The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</li> <li>• During the summative assessment an examination sub minimum of 40% is required.</li> <li>• A module mark of at least 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> FMSG312	<b>Semester 1</b>	<b>NQF level: 7, Credits: 16</b>
<b>TITLE: PHARMACEUTICS II A</b>		
<b>Module outcomes:</b> After completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• systematic knowledge and the ability to correctly apply correct pharmaceutical calculations in order to formulate, dispense and administer medicine via different dosage forms;</li> <li>• 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;</li> <li>• 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</li> <li>• 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.</li> </ul>		
<b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• 1x3 hour written summative assessment (100 marks).</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• 3-4x formal written assessments (20-25% each): xx%</li> <li>• Practical/Laboratory work: xx%</li> <li>• 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).</li> <li>• The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</li> <li>• During the summative assessment an examination sub minimum of 40% is required.</li> <li>• A module mark of at least 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> FMSG322	<b>Semester 2</b>	<b>NQF level: 7, Credits: 16</b>
<b>TITLE: PHARMACEUTICS II B</b>		
<b>Module outcomes:</b> After completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• 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;</li> </ul>		

- 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; and
- 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:**

- 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 III A

**Module outcomes:**

On completion of this module the student should be able to demonstrate:

- the ability to integrate and apply foundational scientific knowledge and principles in areas of dosage form design and development (including in the preformulation, formulation, manufacturing, packaging, labelling and evaluation phases);
- the ability to apply knowledge on the chemical stability and degradation routes of drugs to the determination of the shelf-life and expiration date of medicines (including the application of chemical kinetic principles);
- the ability to integrate and apply knowledge of product design and formulation to the manufacturing and packaging of medicines and associated pharmaceutical products according to the guide for Good Manufacturing Practices [GMP] and current relevant legislation;
- define, evaluate, implement and/or manage a Quality Management System (QMS) and Quality Control System (QCS) for the manufacture, packaging, labelling and evaluation of pharmaceutical products on and industrial level; and
- the ability to complete an application for the registration of medicines with the MCC (using supplied or generated information/data).

**Assessment methods - Formal formative:**

- 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%

<ul style="list-style-type: none"> <li>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).</li> <li>The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</li> <li>During the summative assessment an examination sub minimum of 40% is required.</li> <li>A module mark of at least 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: FNPG421</b>	<b>Semester 2</b>	<b>NQF level: 8, Credits: 32</b>
<b>TITLE: PHARMACEUTICAL RESEARCH PROJECT</b>		
<b>Module outcomes:</b> After completion of this module the student should be able to: <ul style="list-style-type: none"> <li>explain the principles of qualitative and quantitative research;</li> <li>formulate a research proposal;</li> <li>undertake ethical research that is in line with existing research methodology; and</li> <li>obtain results and draw conclusions from the research and present them verbally and in writing in line with certain research principles.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>Written tests</li> <li>Assessment of a research proposal (written or verbal)</li> <li>Laboratory-related assessments</li> <li>Clinical-related assessments</li> <li>Assessment of literature investigations (primarily within a group context)</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>Presentation of final research project or overview article</li> <li>Final written research proposal or overview article.</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>The various formative assessments within each of the projects of each subject group are incorporated into a participation mark, whilst and "examination mark" is determined from the presentation and written report/overview article.</li> <li>A module mark is calculated from these 2 components (participation mark and "examination mark" in a 1:1 ratio).</li> <li>No formal written summative exam during the formal examination session.</li> <li>A module mark of at least 50% is required as a pass rate for this module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: FPG121</b>	<b>Semester 2</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: CLINICAL PHARMACY I B</b>		
<b>Module outcomes:</b> After completion of this module the student must be able to: <ul style="list-style-type: none"> <li>demonstrate thorough knowledge of general anatomical terminology (regional, systemic, clinical, position, planes, relationships, movement, and variations) by applying that knowledge in problem solving;</li> <li>produce evidence of a thorough knowledge of human anatomy and use it confidently in analyses and evaluations of scenarios and sets of facts;</li> <li>participate successfully in group work and take control if necessary;</li> <li>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</li> <li>act ethically correctly on the basis of an established value system.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>Group activities</li> <li>Individual assignments and assessments (both prepared and unprepared)</li> <li>Laboratory/practical work</li> <li>Practical assignments</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>1x2 hour written assignment (70-75 marks) during the formal examination session</li> </ul>		

**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**TITLE: CLINICAL PHARMACY II A****Module outcomes:**

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

- define and distinguish between pathology and disease, as well as morbidity and mortality;
- use basic descriptive vocabulary of disease processes (medical terminology);
- define, understand, and discuss human diseases as an alteration of normal structure and function (as learned from anatomy and physiology), e.g., state that pathologic change is represented by abnormal structure and function. The abnormality may be grossly obvious or sub-cellular and molecular;
- demonstrate thorough knowledge of general pathological processes such as acute and chronic inflammatory reactions, reactions related to hypersensitivity,
- circulatory interferences and cell reactions to injuries by applying that knowledge in problem solving;
- correlate the concepts and underlying general pathology with specific diseases in different organ systems, e.g., inflammatory reactions are similar whether in the heart, lungs, or other organ system;
- infer the interdependence of anatomic and functional systems, e.g., pituitary and thyroid, heart and lungs, prostate/bladder/kidney and recognize the sequence of events when one part is affected;
- interpret common terms used in clinical medicine and pathology and the
- frequently used suffixes and prefixes, e.g. -itis, -emia, dys- (as in dysplasia), etc.;
- participate successfully in group work and take control if necessary;
- collect information, verify it and contain it in the form of a report in order to communicate it to an audience with the use of IT equipment; and
- act ethically correct on the basis of an established value system.

**Assessment methods - Formal formative:**

- Group activities
- Independent assignments
- Practical work
- Formal assessments (prepared and unprepared)
- Practical test

**Assessment methods – Summative:**

- 1x 3-hour summative assessment (100 marks) during the examination session.

**Assessment plan:**

- 3x formative assessments (individual): 60%, Class attendance & participation: 15%, Practical/Laboratory work: 25%
- The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).
- The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.
- During the summative assessment an examination sub minimum of 40% is required.
- A module mark of at least 50% is required to pass the module.

**Method of delivery:** Full-time

<b>Module code: FPG221</b>	<b>Semester 2</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: CLINICAL PHARMACY II B</b>		
<b>Module outcomes:</b> After completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• 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;</li> <li>• demonstrate knowledge which will make him/her competent to render primary health care services in the pharmacy;</li> <li>• implement the pharmaceutical care principles in practice and to manage them according to the standards of the SAPC; and</li> <li>• professionally practise the profession by means of good communication skills and ethical conduct.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Tutorials</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• 1x2 hours written summative assessment (70-75 marks).</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• 2x formal written assessments (@2x25% each): 50%, Assessment of participation and evaluation of practical works &amp; laboratory skills: 50%</li> <li>• 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).</li> <li>• The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</li> <li>• During the summative assessment an examination sub minimum of 40% is required.</li> <li>• A module mark of at least 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: FPG312</b>	<b>Semester 1</b>	<b>NQF level: 7, Credits: 16</b>
<b>TITLE: CLINICAL PHARMACY III A</b>		
<b>Module outcomes:</b> After completion of this module the student should: <ul style="list-style-type: none"> <li>• 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;</li> <li>• know the etiology (causes) and pathophysiology of the various disease states (conditions);</li> <li>• be capable to take a patient history in such a way to critically evaluate the diagnosis and treatment regime;</li> <li>• treat patient with dignity and respect;</li> <li>• prove that he or she practices on a sound ethical basis; and</li> <li>• 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.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Formal (written) assessments</li> <li>• Assessments of tutorials</li> <li>• Practical work done in a laboratory</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• 1x3 hour (written) assessment (100 marks).</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• 3x formal (written) assessments (to a total of): 50%, Assessment of participation in tutorials and practical/laboratory work: 50%</li> <li>• 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).</li> <li>• The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</li> <li>• During the summative assessment an examination sub minimum of 40% is required.</li> <li>• A module mark of at least 50% is required to pass the module.</li> </ul>		

<b>Method of delivery:</b> Full-time		
<b>Module code:</b> FPFG322	<b>Semester 2</b>	<b>NQF level: 7, Credits: 16</b>
<b>TITLE: CLINICAL PHARMACY III B</b>		
<b>Module outcomes:</b> After completion of this module the student should: <ul style="list-style-type: none"> <li>• possess a profound knowledge of the diseases;</li> <li>• be able to identify the typical symptoms of the diseases;</li> <li>• be able to demonstrate the significance of the conditions to the practising pharmacist;</li> <li>• know the etiology (causes) of the various diseases (conditions);</li> <li>• be capable of taking a patient history in such a way as to make a differential diagnosis and draw up a treatment regime;</li> <li>• treat patients with dignity and respect;</li> <li>• prove that they practise on a sound ethical basis; and</li> <li>• 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.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• Assignments (individual and groups)</li> <li>• Participation in tutorials/practical work</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• 1x3 hour (written) summative assessment (100 marks).</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• 3-4x formal (written) assessments (to a total of): 50%, Tutorials and Practical/laboratory work: 50%</li> <li>• 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).</li> <li>• The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</li> <li>• During the summative assessment an examination sub minimum of 40% is required.</li> <li>• A module mark of at least 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> FPFG412	<b>Semester 1</b>	<b>NQF level: 8, Credits: 16</b>
<b>TITLE: CLINICAL PHARMACY IV A</b>		
<b>Module outcomes:</b> After completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• understand the environment of pharmacotherapy within the context of the pharmaceutical care plan;</li> <li>• follow a pathophysiological approach in an understanding of pharmacotherapy;</li> <li>• demonstrate sound knowledge regarding critical knowledge used in the decision making concerning drug therapy in the clinical environment;</li> <li>• have at your disposal adequate knowledge regarding the use of medication;</li> <li>• apply in practice the principles of pharmacotherapy by developing a pharmaceutical care plan; and</li> <li>• demonstrate competency by applying pharmacotherapy information via effective communication and ethical conduct.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• 1x3 hour written summative assessment (100 marks)</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• 3x written assessments (to a total of): 50%, Practical work and tutorials: 50%</li> <li>• 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).</li> </ul>		

<ul style="list-style-type: none"> <li>The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</li> <li>During the summative assessment an examination sub minimum of 40% is required.</li> <li>A module mark of at least 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> FPKG112	<b>Semester</b> 1	<b>NQF level:</b> 5, <b>Credits:</b> 12
<b>TITLE: PHARMACY PRACTICE I A</b>		
<b>Module outcomes:</b> After completion of this module the student must be able to: <ul style="list-style-type: none"> <li>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;</li> <li>select, order, procure, store, distribute, pre-pack and dispose of medicine as indicated in the medicine management cycle;</li> <li>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;</li> <li>understand and apply the National Drug Policy and Good Pharmacy Practice, in accordance with the acceptable professional conduct of a Pharmacist; and</li> <li>to operate as part of a group and make appropriate contributions to observation reports founded in evidence based theory.</li> </ul>		
<b>Assessment criteria:</b> After completion of this module the student must be able to demonstrate: <ul style="list-style-type: none"> <li>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;</li> <li>ability to select, order, procure, store, distribute, pre-pack and dispose of medicine as indicated in the medicine management cycle;</li> <li>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;</li> <li>understanding and application of the National Drug Policy and Good Pharmacy Practice, in accordance with the acceptable professional conduct of a Pharmacist; and</li> <li>the ability to operate as part of a group and make appropriate contributions to observation reports founded in evidence based theory.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>Individual written assessments</li> <li>Class attendance and participation</li> <li>Practical assignments (group work)</li> <li>Assessment of work-related videos (group activity)</li> </ul>		
<b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>1x2 hour written assessment (75-80 marks) during formal assessment period (examination session)</li> </ul>		
<b>Assessment plan:</b> <ul style="list-style-type: none"> <li>Formative written assessments (x2): 50%, Class attendance (3 max): 10%, Practical assignment (x2): 20%, Video assessments (x2): 10%, Individual practical assessment: 10%</li> <li>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).</li> <li>The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</li> <li>During the summative assessment an examination sub minimum of 40% is required.</li> <li>A module mark of at least 50% is required to pass the module</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> FPKG113	<b>Semester</b> 1	<b>NQF level:</b> 5, <b>Credits:</b> 12
<b>TITLE: PHARMACY PRACTICE I B</b>		
<b>Module outcomes:</b> After completion of this module the student should be able to: <ul style="list-style-type: none"> <li>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;</li> </ul>		

- 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 II A**

**Module outcomes:**

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

- demonstrate detailed knowledge and understanding of key terms, concepts, facts, principles, rules, theories, etc. regarding interpersonal communication of a pharmacist in a health context and how this knowledge relates to applicable knowledge regarding behaviour change within the field of health and the provision of pharmaceutical care;
- demonstrate, select, evaluate and apply with discernment those applicable communication skills and strategies to solve fundamental problems in a defined environment in the field of interpersonal health communication;
- identify and solve interpersonal communication problems in unfamiliar health contexts and to apply the solutions in such a way that it supports pharmaceutical care;
- demonstrate an understanding of the ethical implications of decisions, actions and practices specifically relevant to the pharmacist-patient relationship;
- monitor your own learning progress regarding the acquisition of communication skills as well as apply relevant learning strategies, known and new resources to successfully realise all outcomes of this module; and
- 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:**

- 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

<p>the semester examination session (with a minimum PM of 40% required for access to the summative assessment).</p> <ul style="list-style-type: none"> <li>• The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</li> <li>• During the summative assessment an examination sub minimum of 40% is required.</li> <li>• A module mark of at least 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> FPKG221	<b>Semester 2</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: PHARMACY PRACTICE II B</b>		
<p><b>Module outcomes:</b></p> <p>After completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Standard written assessments (class tests)</li> <li>• Assessment of class preparation</li> <li>• Assignments</li> <li>• Simulation practicals &amp; group work</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• 1x2 hour written summative assessment (70-75 marks).</li> </ul> <p><b>Assessment plan:</b></p> <ul style="list-style-type: none"> <li>• 2x formal written assessments (225% each): 50%, 1x Assignment + preparation for classes: 25%, Practical examination: 25%</li> <li>• 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).</li> <li>• The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</li> <li>• During the summative assessment an examination sub minimum of 40% is required.</li> <li>• A module mark of at least 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> FPKG313	<b>Semester 1</b>	<b>NQF level: 7, Credits: 16</b>
<b>TITLE: PHARMACY PRACTICE III A</b>		
<p><b>Module outcomes:</b></p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• provide advice in health promotion, disease prevention and disease management in terms of the use of medicinal and non-medicinal options;</li> <li>• 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;</li> <li>• offer promotive health services in terms of current health policy, epidemiological information and current legislative requirements;</li> <li>• assist the public to recognise and manage health risk factors in terms of medication and disease states;</li> <li>• use screening tests to assist in counselling, therapeutic intervention, referral and early detection of disease; and</li> <li>• keep appropriate records and monitor therapeutic outcomes.</li> </ul>		
<p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Formal written assessments</li> <li>• Assessments based on class attendance and participation, unscheduled class tests, assignments and practical/laboratory work (attendance/reflection/presentation &amp; Pharmaceutical Care Plan).</li> </ul>		

<b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>1x3 hour written summative assessment (100 marks).</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>3x formal written assessments (to a max. of): 50%, Class participation: 10%, Practical/Laboratory work: 40%</li> <li>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).</li> <li>The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</li> <li>During the summative assessment an examination sub minimum of 40% is required.</li> <li>A module mark of at least 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> FPKG324	<b>Semester 2</b>	<b>NQF level: 7, Credits: 8</b>
<b>TITLE: PHARMACY PRACTICE III B</b>		
<b>Module outcomes:</b> After completion of this module, the student will demonstrate the following: <ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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</li> <li>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.</li> </ul>		
<b>Assessment methods – Formal formative:</b> <ul style="list-style-type: none"> <li>Formal written assessments</li> <li>Assessments of assignments and class participation and preparation for contact sessions.</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>1x2 hour written summative assessment (70-75 marks).</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>3x written assessments (@25% each): 75%, Class assignments: 10%, Class participation: 5%, Preparation for contact sessions: 10%</li> <li>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).</li> <li>The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.</li> <li>During the summative assessment an examination sub minimum of 40% is required.</li> <li>A module mark of at least 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> FPKG414	<b>Semester 1</b>	<b>NQF level: 8, Credits: 16</b>
<b>TITLE: PHARMACY PRACTICE IV A</b>		
<b>Module outcomes:</b> On completion of this module students should possess: <ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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;</li> </ul>		

- 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:**

- 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:** PFCP511

**First semester**

**NQF level:** 8

**TITLE: COSMETIC SCIENCE, RESEARCH, DEVELOPMENT AND MANUFACTURING**

**Module outcomes:**

After successful completion of this module, the student will be able to:

- demonstrate integrated and advanced knowledge of physico-chemical principles of dispersions and the factors influencing stability and efficacy;
- reveal the ability to critically evaluate multiple sources of knowledge and to retrieve the latest information on delivery systems and formulation science with a view to apply these principles in new product development;
- demonstrate advanced knowledge of the new product development process;
- demonstrate advanced knowledge of the various stability, safety and efficacy testing procedures;
- demonstrate integrated and advanced knowledge of claims support testing;
- demonstrate integrated knowledge and engagement into the regulations and legislation regarding to cosmetic products;
- have a good understanding and knowledge of the materials used in the different packaging types and their potential interaction with cosmetic formulations;
- Recognise and classify raw ingredients into their functional groups, understand the mechanism of action of raw ingredients and/or raw ingredient functional groups, know the purpose of using specific raw ingredients and/or raw ingredient functional groups in cosmetics and understand the factors influencing raw ingredient effectiveness in formulations, e.g. pH, incompatibilities, formulation type etc. and
- demonstrate integrated knowledge and engagement in quality control, quality assurance and total quality management.

**Mode of delivery:** Full-time/Part-time – Contact

**Assessment methods**

**Assessment criteria**

**Formal Formative:**  
Assignments [40%]

**Summative:**  
Formulation of cosmetic product and  
compilation of product dossier [60%]

The outcomes have been mastered when the student can:

- Successfully complete all the exercises as listed in the different Study Units and obtain a minimum of 50% for each exercise
- Put a final product together according to the product brief and compile the dossier accordingly. The mark obtained as given by the lecturer will account for 60% of the final mark.

<b>Module code: PFCP512</b>		<b>First semester</b>	<b>NQF level: 8</b>
<b>TITLE: FORMULATION OF PERSONAL CARE PRODUCTS</b>			
<b>Module outcomes:</b> After successful completion of this module, the student will be able to: <ul style="list-style-type: none"> <li>• demonstrate integrated knowledge and engagement in formulation and development of personal care products, e.g. bathing products, hair removal products and shaving products.</li> <li>• have a good understanding and knowledge of the materials used in the different personal care product formulations</li> <li>• demonstrate advanced knowledge of the various stability, safety and efficacy testing procedures.</li> </ul>			
<b>Mode of delivery:</b> Full-time/Part-time – Contact			
<b>Assessment methods</b>		<b>Assessment criteria</b>	
<b>Formal Formative:</b> Assignments [40%]	<b>Summative:</b> Formulation of cosmetic product and compilation of product dossier [60%]	The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• Successfully complete all the exercises as listed in the different Study Units and obtain a minimum of 50% for each exercise</li> <li>• Put a final product together according to the product brief and compile the dossier accordingly. The mark obtained as given by the lecturer will account for 60% of the final mark</li> </ul>	
<b>Module code: PFCP513</b>		<b>First semester</b>	<b>NQF level: 8</b>
<b>TITLE: FORMULATION OF SKIN CARE PRODUCTS</b>			
<b>Module outcomes:</b> After successful completion of this module, the student will be able to: <ul style="list-style-type: none"> <li>• demonstrate integrated and advanced knowledge of the formulation of gels, lotions and creams.</li> <li>• to assess the rheological properties and instabilities of these formulations;</li> <li>• demonstrate advanced knowledge of manufacturing and packaging of the named products;</li> </ul>			
<b>Mode of delivery:</b> Full-time/Part-time – Contact			
<b>Assessment methods</b>		<b>Assessment criteria</b>	
<b>Formal Formative:</b> Assignments [40%]	<b>Summative:</b> Formulation of cosmetic product and compilation of product dossier [60%]	The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• Successfully complete all the exercises as listed in the different Study Units and obtain a minimum of 50% for each exercise</li> <li>• Put a final product together according to the product brief and compile the dossier accordingly. The mark obtained as given by the lecturer will account for 60% of the final mark</li> </ul>	
<b>Module code: PFCP521</b>		<b>Second semester</b>	<b>NQF level: 8</b>
<b>TITLE: FORMULATION OF SUN CARE PRODUCTS</b>			
<b>Module outcomes:</b> After successful completion of this module, the student will be able to: <ul style="list-style-type: none"> <li>• demonstrate integrated and advanced knowledge of sunscreens and their respective mechanism of actions;</li> <li>• demonstrate integrated knowledge of the pigmentation process and the treatment thereof</li> <li>• demonstrate integrated knowledge and engagement in formulation and development of sun care products</li> <li>• demonstrate integrated knowledge and engagement into the regulations and legislation regarding to sun care products; and</li> <li>• reveal the ability to critically evaluate the affectivity of these products.</li> </ul>			
<b>Mode of delivery:</b> Full-time/Part-time – Contact			
<b>Assessment methods</b>		<b>Assessment criteria</b>	
<b>Formal Formative:</b> Assignments [40%]	<b>Summative:</b> Formulation of cosmetic product and compilation of product dossier [60%]	The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• Successfully complete all the exercises as listed in the different Study Units and obtain a minimum of 50% for each exercise</li> <li>• Put a final product together according to the product brief and compile the dossier accordingly.</li> </ul>	

		The mark obtained as given by the lecturer will account for 60% of the final mark
<b>Module code: PFCP522</b>	<b>Second semester</b>	<b>NQF level: 8</b>
<b>TITLE: FORMULATION OF FRAGRANCE PRODUCTS</b>		
<b>Module outcomes:</b> After successful completion of this module, the student will be able to: <ul style="list-style-type: none"> <li>• demonstrate integrated and advanced knowledge of natural fragrances and aroma chemicals;</li> <li>• demonstrate integrated knowledge of fragrance compounds, base compounds, perfume, perfume families, allergens, notes, volatility and olfactory characteristics;</li> <li>• demonstrate integrated knowledge and engagement in formulation and development of fragrance products</li> <li>• demonstrate integrated knowledge and engagement in formulation and development of antiperspirant and deodorant products; and</li> <li>• understand the processes involved in the manufacture and packaging of deodorant cosmetics</li> </ul>		
<b>Mode of delivery:</b> Full-time/Part-time – Contact		
<b>Assessment methods</b>		<b>Assessment criteria</b>
<b>Formal Formative:</b> Assignments [40%]	<b>Summative:</b> Formulation of cosmetic product and compilation of product dossier [60%]	The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• Successfully complete all the exercises as listed in the different Study Units and obtain a minimum of 50% for each exercise</li> <li>• Put a final product together according to the product brief and compile the dossier accordingly. The mark obtained as given by the lecturer will account for 60% of the final mark.</li> </ul>
<b>Module code: PFCP523</b>	<b>Second semester</b>	<b>NQF level: 8</b>
<b>TITLE: FORMULATING HAIR CARE PRODUCTS: SHAMPOOS AND CONDITIONERS</b>		
<b>Module outcomes:</b> After successful completion of this module, the student will be able to: <ul style="list-style-type: none"> <li>• demonstrate integrated and advanced knowledge of hair care chemicals;</li> <li>• demonstrate integrated knowledge of hair care product compounds, the chemistry of surfactants and other raw materials;</li> <li>• demonstrate integrated knowledge and engagement in formulation and development of hair care products;</li> <li>• demonstrate integrated knowledge and engagement in formulation and development of hair care products; and</li> <li>• understand the processes involved in the manufacture and packaging of hair care products.</li> </ul>		
<b>Mode of delivery:</b> Full-time/Part-time – Contact		
<b>Assessment methods</b>		<b>Assessment criteria</b>
<b>Formal Formative:</b> Assignments [40%]	<b>Summative:</b> Formulation of cosmetic product and compilation of product dossier [60%]	The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• Successfully complete all the exercises as listed in the different Study Units and obtain a minimum of 50% for each exercise</li> <li>• Put a final product together according to the product brief and compile the dossier accordingly. The mark obtained as given by the lecturer will account for 60% of the final mark</li> </ul>
<b>Module code: PFCP524</b>	<b>Second semester</b>	<b>NQF level: 8</b>
<b>TITLE: FORMULATING CHEMICAL HAIR CARE PROCESSING PRODUCTS</b>		
<b>Module outcomes:</b> After successful completion of this module, the student will be able to: <ul style="list-style-type: none"> <li>• demonstrate integrated and advanced knowledge of chemical hair care processing chemicals;</li> <li>• demonstrate integrated knowledge of chemical hair care processing product compounds, the chemistry of surfactants and other raw materials;</li> <li>• demonstrate integrated knowledge and engagement in formulation and development of chemical hair care processing products;</li> <li>• demonstrate integrated knowledge and engagement in formulation and development of chemical hair care processing products; and</li> <li>• understand the processes involved in the manufacture and packaging of chemical hair care processing products.</li> </ul>		

<b>Mode of delivery:</b> Full-time/Part-time – Contact		
<b>Assessment methods</b>		<b>Assessment criteria</b>
<b>Formal Formative:</b> Assignments [40%]	<b>Summative:</b> Formulation of cosmetic product and compilation of product dossier [60%]	The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• Successfully complete all the exercises as listed in the different Study Units and obtain a minimum of 50% for each exercise</li> <li>• Put a final product together according to the product brief and compile the dossier accordingly. The mark obtained as given by the lecturer will account for 60% of the final mark</li> </ul>
<b>Module code:</b> PFCP525	<b>Second semester</b>	<b>NQF level: 8</b>
<b>TITLE: FORMULATING COLOUR COSMETIC PRODUCTS</b>		
<b>Module outcomes:</b> After successful completion of this module, the student will be able to: <ul style="list-style-type: none"> <li>• demonstrate integrated and advanced knowledge of colour cosmetic chemicals;</li> <li>• demonstrate integrated knowledge of colour cosmetic product compounds and other raw materials;</li> <li>• demonstrate integrated knowledge and engagement in formulation and development of colour cosmetic products</li> <li>• demonstrate integrated knowledge and engagement in formulation and development of colour cosmetic products</li> <li>• understand the processes involved in the manufacture and packaging of colour cosmetic products; and</li> <li>• know the regulations pertaining to the selection of colorants and be able to apply it to the industry.</li> </ul>		
<b>Mode of delivery:</b> Full-time/Part-time – Contact		
<b>Assessment methods</b>		<b>Assessment criteria</b>
<b>Formal Formative:</b> Assignments [40%]	<b>Summative:</b> Formulation of cosmetic product and compilation of product dossier [60%]	The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• Successfully complete all the exercises as listed in the different Study Units and obtain a minimum of 50% for each exercise</li> <li>• Put a final product together according to the product brief and compile the dossier accordingly. The mark obtained as given by the lecturer will account for 60% of the final mark</li> </ul>
<b>Module code:</b> PHAN211	<b>Semester 1</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: APPLIED PHARMACOLOGY I</b>		
<b>Module outcomes:</b> After the successful completion of this module, students should demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge and an understanding of basic terminology, relevant concepts and principles of pharmacology (including EDL) applicable for the practice of nursing science; basic principles of pharmacodynamics; pharmacokinetics and toxicology of drugs in the peripheral nervous system; therapeutic applications and effects; major clinical uses and drug interactions; and pharmacological classification of drugs.</li> <li>• the ability to interpret prescribed treatment regimes in an ethically accountable manner, and to choose from a limited drug selection during uncomplicated disease treatments;</li> <li>• the ability to perform dosage calculations of oral, injectable and intravenous dosage forms; and</li> <li>• the ability to provide meaningful education to patients regarding their treatment.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when students can: <ul style="list-style-type: none"> <li>• identify/describe/explain/apply basic pharmacological terminology and concepts applicable in the field of nursing science;</li> <li>• apply knowledge regarding the basic principles of pharmacodynamics, pharmacokinetics and toxicology of drugs to evaluate and understand the rational of the specific treatment regimens concerning individual patients;</li> <li>• analyse/interpret/describe the principles of the action of drugs in a given scenario;</li> <li>• recognise and predict the major untoward effects, drug interactions and contraindications in a given scenario.</li> <li>• interpret prescribed treatment regimens and to initiate drug therapy in uncomplicated disease treatments;</li> <li>• analyse and apply mathematical formulas and principles to calculate dosages in prescribed treatment regimens; and</li> <li>• present meaningful education to patients regarding their treatment and health in an ethically accountable manner.</li> </ul>		

<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Assignments</li> <li>• Case studies</li> <li>• Self-assessment and peer group assessment. 3-4 assessments. 5<sup>th</sup> assessment optional to improve the poorest mark of a student. 20-35% maximum of participation mark/assessment. Formative assessment for participation = 100%, Formative assessment for finale mark = 40-60% (50%)</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Written examinations. 2 hours: 70 marks assessment, Summative assessment=100%, Summative assessment for finale mark = 40-60% (50%)</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> PHAN221	<b>Semester</b> 2	<b>NQF level:</b> 6, <b>Credits:</b> 8
<b>TITLE: APPLIED PHARMACOLOGY II</b>		
<b>Module outcomes:</b> After the successful completion of this module, students should demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge and an understanding of terminology, principles and the pharmacology of drugs (including EDL) acting on the central nervous system and the endocrine system; the principles of drugs acting on microbes, including viruses and fungi; therapeutic applications; major untoward effects; elementary mechanisms of actions; major clinical uses; and drug interactions;</li> <li>• the ability to reproduce a general pharmacological classification of drugs when using selected examples;</li> <li>• the ability to interpret prescribed treatment regimens in an ethically accountable manner and to choose from a limited drug selection when treating uncomplicated diseases;</li> <li>• the ability to provide meaningful education to patients regarding their treatment; and</li> <li>• the ability to prevent and recognise drug misuse and abuse and initiate relevant therapy.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when students can: <ul style="list-style-type: none"> <li>• explain/describe the principles of the action of drugs that act on the central nervous system and endocrine system;</li> <li>• recognise and predict the major untoward effects and drug interactions of the drugs acting on the central nervous system and endocrine system;</li> <li>• interpret circumstances where specific drug treatment is contraindicated;</li> <li>• use knowledge to interpret prescribed treatment regimens and initiate drug therapy in uncomplicated disease conditions;</li> <li>• apply the knowledge of drugs acting on microbes, viruses and fungi to evaluate clinical uses, correct administration and possible untoward effects;</li> <li>• analyse, interpret and apply knowledge of drugs acting on the nervous system to reproduce an elementary pharmacological classification of the drugs and their main side-effects;</li> <li>• present meaningful health education to patients regarding their treatment and health in an ethically accountable manner;</li> <li>• identify cases of drug misuse and know the antidotes; and</li> <li>• apply knowledge to initiate relevant therapy when cases of drug misuse were identified within the scope of practice.</li> </ul> <b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Assignments</li> <li>• Case studies</li> <li>• Self-assessment and peer group assessment. 3-4 assessments. 5<sup>th</sup> assessment optional to improve the poorest mark of a student. 20-35% maximum of participation mark/assessment. Formative assessment for participation = 100%, Formative assessment for finale mark = 40-60% (50%)</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Written examinations. 2 hours: 70 marks assessment, Summative assessment=100%, Summative assessment for finale mark = 40-60% (50%)</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> PHAP421	<b>Semester</b> 2	<b>NQF level:</b> 8, <b>Credits:</b> 8
<b>TITLE: PHARMACOLOGY: DISPENSING OF MEDICINE</b>		
<b>Module outcomes:</b> After the successful completion of the module, students should demonstrate:		

- an application of processes involved in the pharmaceutical stock management system, according to relevant standard operating procedures that comply with legislation and standards set by regulatory bodies;
- a skilled application of all aspects involved in all phases of the dispensing process, according to relevant standard operating procedures that comply with legislation and standards set by regulatory bodies while performing actions within the scope of practice;
- applied knowledge and skills in general housekeeping, administrative tasks and recordkeeping procedures, according to standard operating procedures and protocols that comply with relevant legislation and standards set by regulatory bodies
- the ability to present and communicate complex information accurately and reliably by using acquired communication skills and relevant reference materials.

#### **Assessment criteria**

The outcomes have been mastered when students can:

- identify, analyse, understand and execute correct procedures involved in designated processes in a stock management system and evaluate processes, identify and solve problems;
- apply and illustrate detailed knowledge, including the understanding of key terms, concepts, facts, principles, rules and theories of a stock management system;
- operate in the range of familiar and new processes involved in dispensing, can demonstrate an integrated knowledge while executing the different phases within the dispensing process, constituent parts and the relationship between these parts and to understand how actions in one phase impact on other phases in the dispensing process;
- integrate and apply foundational scientific principles and knowledge to pharmaceutical sciences in phase 2 of the dispensing process in compliance with Good Pharmacy Practice (GPP), Good Manufacturing Practice (GMP) and Good Clinical Practice (GCP) guidelines;
- organise, execute and manage administrative tasks, housekeeping and recordkeeping while complying with prescribed legal, ethical, professional and operational rules and conduct;
- identify and apply fundamental pharmacological knowledge, references and communication skills necessary to provide appropriate patient advice and promote health in practical and theoretical situations.

#### **Assessment methods: Formal Formative**

- Class tests
- Written assignments
- Self-assessment
- Peer group assessment

8 credit module: 3-4 assessments

5<sup>th</sup> assessment optional to improve the poorest mark of a student

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

#### **Assessment methods: Summative**

- Written examinations

8-12 credit module:

2 hours: 70 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**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 students should possess:

- 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

<b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• None</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Method of delivery:</b> Full-time

### HSC.15.3 SCHOOL OF APPLIED HEALTH SCIENCES: SUBJECT GROUP PHYSIOLOGY

<b>Module code:</b> FLGX113	<b>Semester</b> 1	<b>NQF level:</b> 5, <b>Credits:</b> 12
<b>TITLE: INTRODUCTION TO PHYSIOLOGY</b>		
<b>Module outcomes:</b> On completion of the module the student should: <ul style="list-style-type: none"> <li>• 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;</li> <li>• know and be able to use the relevant terminology of Physiology;</li> <li>• be able to understand and demonstrate the role of physiological control systems in a number of pathological conditions;</li> <li>• be able to effectively demonstrate your skills in using the computer;</li> <li>• be able to function effectively in groups;</li> <li>• be able to demonstrate basic skills regarding physiological research techniques and scientific approaches; and</li> <li>• have a basic knowledge of the scientific method in science.</li> </ul>		
<b>Assessment criteria:</b> The student demonstrates that the outcomes have been mastered if he/she: <ul style="list-style-type: none"> <li>• 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;</li> <li>• could use terminology of Physiology in scientific reports, assignments and assessment opportunities;</li> <li>• demonstrated knowledge on the role of physiological control systems in pathological conditions in assessment opportunities;</li> <li>• demonstrated computer skills by writing scientific reports and assignments;</li> <li>• functioned effectively in a group during group assignments in class;</li> <li>• demonstrated techniques and scientific approaches during practical training opportunities; and</li> <li>• could apply the scientific method during practical training opportunities and the writing of scientific reports.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Continuously by means of class tests</li> <li>• Assessment test, class assignments</li> <li>• Practical tests and reports</li> </ul>		
<b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Exam at end of semester</li> </ul>		
<b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• Participation mark (50%)</li> <li>• and summative assessment (50%)</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> FLGX114	<b>Semester</b> 1	<b>NQF level:</b> 5, <b>Credits:</b> 12
<b>TITLE: INTRODUCTION PHYSIOLOGY FOR BA AND BSC CONSUMER SCIENCES</b>		
<b>Module outcomes:</b> On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• basic knowledge of the digestive tract, digestion, absorption and digestion, nutrition and metabolism, thermoregulation, the urinary system, the fluid and electrolyte balance and sensory receptors;</li> <li>• know and be able to use the relevant subject terminology;</li> <li>• know the sources that contain scientific information on physiology;</li> <li>• be able to apply the basic knowledge you have acquired in the practice of your future profession; and</li> <li>• an ethical responsible attitude to human physiology.</li> </ul>		

**Assessment criteria:**

Students have mastered the outcomes if they are able to:

- 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 the application questions during the assessment opportunity; and
- your arguments are ethically justifiable in class discussions and you reason effectively about the ethically directed questions in the assessments.

**Assessment methods - Formal formative:**

- Class tests
- Assignments
- 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:

- 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; and
- be able to demonstrate basic skills with regards to 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 knows the terminology, he/she will be able to use the terminology correctly when answering assessment tests and examinations;
- after mastering membrane physiology, the student will be able to understand the control of physiological functions by means of the change in membrane permeability;
- after mastering 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 sections 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
- 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

<b>Module code: FLGX213</b>	<b>Semester 1</b>	<b>NQF level: 6, Credits: 16</b>
<b>TITLE: ENDOCRINOLOGY AND THE GASTROINTESTINAL SYSTEM</b>		
<b>Module outcomes:</b> On completion of this module, you ought to be able to: <ul style="list-style-type: none"> <li>• know and use the relevant specialist terminology;</li> <li>• display a sound knowledge of the endocrine- and gastrointestinal organs, processes (digestion, absorption, secretion and movement) and the functions and secretions thereof;</li> <li>• demonstrate your knowledge of the relevant pathology;</li> <li>• demonstrate an understanding of the interaction between the endocrine- and gastrointestinal system as well as with other physiological systems;</li> <li>• unlock existing and additional knowledge with regard to endocrinology and the gastrointestinal system;</li> <li>• demonstrate basic skills with regard to physiological research techniques;</li> <li>• function effectively within a group context and convey your knowledge in a scientific manner to others; and</li> <li>• argue and solve problems of a physiological nature in an integrated manner.</li> </ul>		
<b>Assessment criteria:</b> The student has provided proof on reaching the outcome if he/she: <ul style="list-style-type: none"> <li>• understands the basic terminology and principles of the endocrine system;</li> <li>• 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;</li> <li>• 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; and</li> <li>• demonstrate basic skills regarding physiological research techniques, as well as to function effectively in a group.</li> </ul> <b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Continuously by means of class and eFundi tests</li> <li>• Assessment test</li> <li>• Class assignments</li> <li>• Practical tests</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Exam at end of semester.</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• Participation mark (50%)</li> <li>• and summative assessment (50%)</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: FLGX223</b>	<b>Semester 2</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: PHYSIOLOGICAL DEFENCE MECHANISMS</b>		
<b>Module outcomes:</b> On completion of the module you should: <ul style="list-style-type: none"> <li>• reveal a sound knowledge of physiological defence mechanisms and also demonstrate knowledge of the pathology of physiological defence mechanisms;</li> <li>• know and be able to use the relevant subject terminology;</li> <li>• know the sources that contain scientific information on physiology;</li> <li>• reason and solve relevant physiological defence mechanism based problems in an integrated way;</li> <li>• substantiate the value that knowledge of physiological defence mechanisms has for human health; and</li> <li>• show the ability to work in a group and to manage time effectively.</li> </ul>		
<b>Assessment criteria:</b> You prove that the outcomes have been achieved if you: <ul style="list-style-type: none"> <li>• have acquired adequate knowledge of the work to successfully answer the knowledge questions during the assessment;</li> <li>• correctly give the definitions that test knowledge of subject terminology during assessment;</li> <li>• have completed the assignment successfully;</li> <li>• correctly answer and reason the application and integrated questions during the assessment opportunity;</li> <li>• your arguments are ethically justifiable in class discussions and you reason effectively questions in assessments; and</li> <li>• conducting practical experiments in a group and completion of practical report within prescribed time.</li> </ul> <b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Continuously by means of class tests</li> </ul>		

<ul style="list-style-type: none"> <li>• Assessment test</li> <li>• Class assignments</li> <li>• Practical tests and reports</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Exam at end of semester</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• Participation mark (50%)</li> <li>• and summative assessment (50%)</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> FLGX224	<b>Semester 2</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: METABOLISM</b>		
<b>Module outcomes:</b> After completion of this module you should be able to: <ul style="list-style-type: none"> <li>• discuss your knowledge of and insight into the role of ATP, energy sources and metabolic processes;</li> <li>• draw diagrams and schematic representations of the most important metabolic pathways and explain the various aspects;</li> <li>• discuss aspects relating to carbohydrate, lipid and protein metabolism;</li> <li>• discuss characteristics, causes and effects of metabolic aberrations such as ketosis and atherosclerosis;</li> <li>• demonstrate basic skills with regard to physiological research techniques; use the computer effectively;</li> <li>• function effectively in a group context; communicate your knowledge to others in a scientific manner;</li> <li>• argue and solve problems in an integrated way; and</li> <li>• debate ethical aspects relating to the use of methods to improve sports performance.</li> </ul>		
<b>Assessment criteria:</b> The student proves that he/she achieved the outcomes by: <ul style="list-style-type: none"> <li>• successfully answering the knowledge and insight questions during the assessment;</li> <li>• successfully answering the assessment paper in context of the study material studied in Study unit 2-4;</li> <li>• answering application questions in the assessment paper in context of the studied material for all study units;</li> <li>• written communication by writing the assessment paper and orally by answering questions in class and participation in class discussions.</li> <li>• completing the practical and write-up successfully and participating in the research assignment and oral presentation.</li> </ul> <b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Continuously by means of class and eFundi tests</li> <li>• Assessment test</li> <li>• Class assignments</li> <li>• Practical tests and reports</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Exam at end of semester.</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• Participation mark (50%)</li> <li>• and summative assessment (50%)</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> FLGX312	<b>Semester 1</b>	<b>NQF level: 7, Credits: 8</b>
<b>TITLE: EXCRETION</b>		
<b>Module outcomes:</b> After completion of the module the learner should have basic knowledge of the following: <ul style="list-style-type: none"> <li>• 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;</li> <li>• knowledge of the link between kidney function and haemodynamic is also important;</li> <li>• know and be able to use the relevant specialist terminology;</li> <li>• know which sources contain scientific information on renal physiology;</li> <li>• be able to practically apply the basic knowledge that has been learnt to his/her future occupation; and</li> <li>• demonstrate an ethically responsible attitude to the subject of physiology.</li> </ul>		

**Assessment criteria:**

The learner proves that the outcomes have been achieved if he/she:

- has sufficient knowledge of the work to be able to answer the assessment questions regarding the structure and function of the kidney correctly;
- know the composition of the fluid compartments and how they are affected by external factors;
- applies the subject terminology correctly in assignments;
- successfully completes an assignment in each of the three study units;
- correctly answers the practical questions during the assessments; and
- 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 and eFundi tests
- Assessment test
- Class assignments
- 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:

- 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:

- 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; and
- show knowledge and insight with regard to the pathology of the respiratory system.

**Assessment methods - Formal formative:**

- Continuously by means of class and eFundi tests
- Assessment test
- Class assignments
- 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

<b>Module code: FLGX317</b>	<b>Semester 1</b>	<b>NQF level: 7, Credits: 8</b>
<b>TITLE: CARDIOVASCULAR PHYSIOLOGY</b>		
<p><b>Module outcomes:</b></p> <p>On completion of this module you should be able to:</p> <ul style="list-style-type: none"> <li>• know and be able to use the relevant subject terminology;</li> <li>• demonstrate scientific knowledge and insight of components, structure, organisation, general design, mechanisms, functions and physical attributes of the cardiovascular system;</li> <li>• explain the mechanical and electrical phenomena during the cardiac cycle;</li> <li>• use and integrate existing and additional knowledge with regards to the cardiovascular system and the pathology thereof;</li> <li>• describe the nervous control of arterial blood pressure;</li> <li>• demonstrate basic skills in regards to physiological research techniques;</li> <li>• register the ECG for humans and interpret the registration;</li> <li>• use the computer effectively in preparing practical reports; and</li> <li>• understand scientific research methods and apply the principles of scientific reporting.</li> </ul>		
<p><b>Assessment criteria:</b></p> <p>The student proves that the outcomes are achieved if he/she:</p> <ul style="list-style-type: none"> <li>• knows the relevant terminology and have used them;</li> <li>• has scientific knowledge and insight of the components, structure, organisation, overall design, mechanisms, functions, and physical features of the cardiovascular system and demonstrated it;</li> <li>• explained the mechanical and electrical phenomena during the cardiac cycle;</li> <li>• challenged the cardiovascular system and applied the knowledge in connection with the integrated control of the cardiovascular system;</li> <li>• has described the nervous control of the arterial blood pressure;</li> <li>• has integrated existing and additional knowledge with regards to the cardiovascular system and the pathology thereof;</li> <li>• has demonstrated basic skills regarding the physiological research techniques;</li> <li>• has registered the ECG for humans interpreted the registrations;</li> <li>• exercised numerical and computer skills and prepared a practical report;</li> <li>• has knowledge of the scientific research methods and applied the principles of scientific reporting.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Continuously by means of class and eFundi tests</li> <li>• Assessment test</li> <li>• Class assignments</li> <li>• Practical tests and reports</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• Exam at end of semester.</li> </ul> <p><b>Assessment plan:</b></p> <ul style="list-style-type: none"> <li>• Participation mark (50%)</li> <li>• and summative assessment (50%)</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: FLGX325</b>	<b>Semester 2</b>	<b>NQF level: 7, Credits: 16</b>
<b>TITLE: NEUROPHYSIOLOGY</b>		
<p><b>Module outcomes:</b></p> <p>At the end of this module you should be able to:</p> <ul style="list-style-type: none"> <li>• understand the main functions of the nervous system and integrate them with existing anatomical knowledge;</li> <li>• understand the functioning of the structural unit, the neuron, in the origin of electric impulse transmission in the sensory system;</li> <li>• apply and integrate synapse and receptor functioning to ensure a homeostatic balance in the sensory system;</li> <li>• describe, compare and evaluate the role of somatic sensations;</li> <li>• explain the role of the sense organs in the sensory system as observers of changes in the environment;</li> <li>• 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;</li> <li>• 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;</li> <li>• know the functional anatomy of the cerebral cortex;</li> </ul>		

- 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;
- explain the importance of homeostatic brain metabolism and the cerebrospinal fluid system; and
- 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 neuro-hormonal 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 and eFundi tests
- Assessment test
- Class assignments
- 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

<b>Module code: FLGX327</b>	<b>Semester 2</b>	<b>NQF level: 7, Credits: 8</b>
<b>TITLE: DERMAL PHYSIOLOGY</b>		
<b>Module outcomes:</b> After completion of the module, the student will demonstrate the following: <ul style="list-style-type: none"> <li>• integrated knowledge and understanding of dermal physiology, and an understanding of how this knowledge relates to other systems in the body;</li> <li>• 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;</li> <li>• 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;</li> <li>• accurate and coherent communication of dermal physiology information verbally and in writing with understanding of and respect of copyright and plagiarism rules; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> The student demonstrates that the outcomes have been mastered if he/she can: <ul style="list-style-type: none"> <li>• use the knowledge acquired regarding dermal physiology to give detailed information on the system during a class discussion;</li> <li>• evaluate the skin's homeostatic control methods and the role thereof in the greater homeostasis of the body;</li> <li>• identify diseases of the skin and is able to give evidence based information on the cause and development of the disease;</li> <li>• write an accurate and coherent report on dermal physiology, also reflecting an understanding and respect to the rules of copyright and plagiarism; and</li> <li>• manage a group and interact with fellow students to discuss a dermal physiological aspect and can successfully complete the group assignment.</li> </ul> <b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Continuously by means of class and eFundi tests</li> <li>• Assessment test</li> <li>• Class assignments</li> <li>• Practical tests and reports</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Exam at end of semester.</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• Participation mark (50%)</li> <li>• and summative assessment (50%)</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: FLGX328</b>	<b>Semester 2</b>	<b>NQF level: 7, Credits: 8</b>
<b>TITLE: REPRODUCTION PHYSIOLOGY</b>		
<b>Module outcomes:</b> After completion of the module the student will be able to: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• reflection of all values, ethical conduct and justifiable decision making regarding moral-ethical matters relating to reproduction; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b>		

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; and
- 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 and eFundi tests
- Assessment test
- Class assignments
- Practical assessment

**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:

- 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 and eFundi tests
- Assessment test
- Class assignments
- 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

<b>Module code: FLPV214</b>	<b>Semester 1</b>	<b>NQF level: 6, Credits: 12</b>
<b>TITLE: HUMAN PHYSIOLOGY I</b>		
<b>Module outcomes:</b> After the successful completion of this module, students should demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge and an understanding of terminology, concepts, facts, principles and rules related to human physiology regarding 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 field of study of students in health sciences;</li> <li>• an informed understanding of the ethical implications of decisions, actions and practices relevant and related to human physiology;</li> <li>• sound ethical practices in obtaining information from a variety of scientific sources in the preparation and presentation of accurate and coherent written and verbal communication via assignments/tasks with an understanding of and respect for intellectual property conventions, copyright and plagiarism; and</li> <li>• the ability to act as members of a group and contribute to achieving a specified goal/task; taking co-responsibility for their learning progress and outcome realisation of the group.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when students can: <ul style="list-style-type: none"> <li>• 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 field of study of students in health sciences.</li> <li>• reflect on the ethical aspects relevant to human physiology within the practice of health sciences.</li> <li>• utilise sound ethical practices in obtaining information from a variety of scientific sources in the preparation and presentation of written and verbal work.</li> <li>• utilise group activities/task achievement as a learning opportunity by active involvement and a sensible contribution towards the achievement of the set outcomes of a working group.</li> </ul> <b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Continuously by means of class and eFundi tests</li> <li>• Assessment test</li> <li>• Class assignments</li> <li>• Practical tests and reports</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Exam at end of semester.</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• Participation mark (50%)</li> <li>• and summative assessment (50%)</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: FLPV223</b>	<b>Semester 2</b>	<b>NQF level: 6, Credits: 12</b>
<b>TITLE: HUMAN PHYSIOLOGY II</b>		
<b>Module outcomes:</b> After the successful completion of this module, students should demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge and an understanding of 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 field of study of students in health sciences;</li> <li>• an informed understanding of the ethical implications of decisions, actions and practices relevant and related to human physiology;</li> <li>• the ability to communicate in writing and verbally via assignments/tasks with an understanding of and respect for intellectual property conventions, copyright and plagiarism; and</li> <li>• the ability to act as members of a group and contribute to achieving a specified goal/task; taking co-responsibility for their learning progress and outcome realisation of the group.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when students can: <ul style="list-style-type: none"> <li>• 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 field of study of students in health sciences;</li> </ul>		

- reflect on the ethical aspects relevant to human physiology within the practice of health sciences;
- obtain information from a variety of scientific sources in the preparation and presentation of written and verbal work; and
- utilise group activities/task achievements as a learning opportunity by an active involvement and a sensible contribution towards the achievement of the set outcomes of a working group.

**Assessment methods - Formal formative:**

- Continuously by means of class and/or online tests
- Assessment test
- Class assignments
- Practical assessments

**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; and
- 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; and
- argue ethically justifiably in class discussions and properly argue the ethically directed questions in assessments.

**Assessment methods - Formal formative:**

- Continuously by means of class and eFundi tests
- Assessment test
- Class assignments
- 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:

- 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; and
- demonstrate an ethically responsible attitude to human physiology.

**Assessment criteria:**

The student demonstrates that the outcomes have been reached if he/she:

- has adequate knowledge of the work to successfully answer the knowledge questions during the assessment;
- can correctly answer the definitions that test knowledge of subject terminology during assessment;
- successfully completed a subject specific scientific assignment;
- can correctly answer the application questions during the assessment opportunities based on case studies and practice-directed questions; and
- can argue with ethic accountably in class discussions and properly answer the ethically-directed questions in assessments.

**Assessment methods - Formal formative:**

- Continuously by means of class and eFundi tests
- Assessment test
- Class assignments
- 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:** PHYS615

**Semester** 1

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

**TITLE: CELLULAR SIGNALLING AND THE CARDIOVASCULAR SYSTEM**

**Module outcomes:**

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

- demonstrate extensive and systematic knowledge and insight into the mechanisms involved in cellular signalling of the cardiovascular system, including cells of the vasculature, the heart, and the autonomic nervous system; to be used in the following Physiology honours modules; and
- evaluate multiple sources of knowledge within cardiovascular physiology and critically evaluate and review that knowledge.

**Assessment criteria:**

The student will prove that he/she has attained the outcomes of the module when he/she can:

- participate in collaborative learning activities to explain the control mechanisms involved in cellular signalling of the cardiovascular system, including cells of the vasculature, the heart, and the autonomic nervous system; and
- critically evaluate suitable scientific resources based on the various cardiovascular aspects to answer relevant physiological questions.

**Method of delivery:** Full-time

**Module code:** PHYS616

**Semester** 1

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

**TITLE: DETERMINANTS OF BLOOD PRESSURE AND HYPERTENSION**

**Module outcomes:**

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

- gain knowledge and insight into the concepts of vascular function;
- appraise concepts of vascular pathology in the development of hypertension; and
- to integrate the knowledge obtained from this module in order to identify, analyse and critically reflect on and effectively solve complex problems related to blood pressure and hypertension development.

**Assessment criteria:**

The student will prove that he/she has attained the outcomes of the module when he/she can:

- discuss and draw conclusions on the concepts of vascular function in the development of hypertension; and
- debate the roles of modifiable and non-modifiable risk factors and biomarkers in the development of hypertension.

**Method of delivery:** Full-time

**Module code:** PHYS625

**Semester** 2

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

**TITLE: END ORGAN DAMAGE**

**Module outcomes:**

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

- assimilate comprehensive evidence of pathways leading to the development of cardiac and renal damage; and
- translate the knowledge gained in this module to applicable clinical case studies.

<b>Assessment criteria:</b> The student will prove that he/she has attained the outcomes of the module when he/she can: <ul style="list-style-type: none"> <li>• construct an integrated overview of the systemic components involved in the development of cardiac and renal damage; and</li> <li>• collaboratively solve complex clinical case studies.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> PHYS626	<b>Semester</b> 2	<b>NQF level:</b> 8, <b>Credits:</b> 16
<b>TITLE: CARDIOVASCULAR PATHOLOGY AND TREATMENT</b>		
<b>Module outcomes:</b> After completion of the module, the student will be able to: <ul style="list-style-type: none"> <li>• translate the knowledge gained from PHYS 615, PHYS 616 and PHYS 626 in this module and apply it to clinical case studies;</li> <li>• formulate a model on the development of cardiovascular pathology related to the heart, kidney and brain based on prior knowledge; and</li> <li>• propose suitable treatment strategies in clinical case studies.</li> </ul>		
<b>Assessment criteria:</b> The student will prove that he/she has attained the outcomes of the module when he/she can: <ul style="list-style-type: none"> <li>• solve complex clinical case studies;</li> <li>• plan and design a comprehensive model on the sequence of events leading up to cardiovascular outcomes; and</li> <li>• reflect on the suitability of certain treatment strategies for various cardiovascular disease states.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> PHYS672	<b>Semester</b> 1 & 2	<b>NQF level:</b> 8, <b>Credits:</b> 32
<b>TITLE: RESEARCH REPORT</b>		
<b>Module outcomes:</b> After completion of the module, the student will be able to: <ul style="list-style-type: none"> <li>• demonstrate the ability to apply the research method in the compilation of a presentation of a research proposal;</li> <li>• demonstrate the ability to effectively apply the ethical principles in the completion of an ethics application; and</li> <li>• demonstrate research skills by implementing the research method to effectively write a research report</li> </ul>		
<b>Assessment criteria:</b> The student will prove that he/she has attained the outcomes of the module when he/she can: <ul style="list-style-type: none"> <li>• defend the research proposal by means of an oral presentation;</li> <li>• complete an ethics application ready for submission to the HREC; and</li> <li>• demonstrate the ability to analyse research data, critically reflect and effectively address the research question in a scientific research report.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> PHYS673	<b>Semester</b> 1 & 2	<b>NQF level:</b> 8, <b>Credits:</b> 24
<b>TITLE: RESEARCH METHODOLOGY</b>		
<b>Module outcomes:</b> After completion of the module, the student will be able to: <ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge of academic conduct, basic research concepts and time management;</li> <li>• apply the acquired knowledge by demonstrating the ability of academic writing and editing;</li> <li>• demonstrate the skill to collect and critically judge applicable information from various sources to write a literature review, identify a research problem and compile a reference list;</li> <li>• effectively implement the literature review and identified problem to formulate aims and hypotheses;</li> <li>• demonstrate the ability to critically evaluate the ethical principles applicable to cardiovascular research;</li> <li>• demonstrate the ability to apply the basic statistical skills;</li> <li>• demonstrate the advanced ability to interpret research findings;</li> <li>• demonstrate skills to critically reflect on the hypotheses, findings and conclusions; and</li> <li>• communicate the significance of the findings, recommendations for implementation and suggestions for future research.</li> </ul>		
<b>Assessment criteria:</b> The student will prove that he/she has attained the outcomes of the module when he/she can: <ul style="list-style-type: none"> <li>• adhere to the HART academic code of conduct and use the completed outsourced training for proposal development according to a proposed timeline;</li> <li>• formulate a research proposal whilst taking the appropriate structure into account;</li> </ul>		

- write a scientific literature review and reference list of the proposal according to the author instructions of a scientific journal;
- formulate aims and hypotheses based on the literature review;
- apply ethical principles to write the research proposal;
- perform basic statistical analyses and communicate the findings in a scientific manner;
- critically interpret research findings based on the literature, good arguments and problem solving strategies;
- draw logical conclusions based on theory-driven arguments; and
- effectively address the significance of findings and reflect on recommendations/suggestions for future research.

**Method of delivery:** Full-time

#### HSC.15.4 SCHOOL OF APPLIED HEALTH SCIENCES: SUBJECT GROUP CONSUMER SCIENCES

<b>Module code: CSCB211</b>	<b>Semester 1</b>	<b>NQF level: 6, Credits: 12</b>
<b>TITLE: CONSUMERISM AND INTRODUCTION TO CONSUMER DECISION-MAKING</b>		
<p><b>Module outcomes:</b></p> <p>After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> <li>• 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; and</li> <li>• 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.</li> </ul>		
<p><b>Assessment criteria:</b></p> <p>The outcomes have been mastered when the student have:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<p><b>Assessment methods - Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Written/oral assignments</li> <li>• and/or class evaluations</li> <li>• and/or formal written tests</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• One formal examination</li> </ul> <p><b>Assessment plan:</b></p> <ul style="list-style-type: none"> <li>• a minimum of 40% is required to pass the written evaluation.</li> <li>• The module mark is composed of formative and summative assessments in a ratio of 1:1;</li> <li>• a minimum of 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: CSCB321</b>	<b>Semester 2</b>	<b>NQF level: 7, Credits: 16</b>
<b>TITLE: CONSUMER DECISION-MAKING: INTERNAL FACTORS</b>		
<p><b>Module outcomes:</b></p> <p>After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> <li>• an integrated knowledge of principles and complex theories of the influence of internal factors relevant to consumer decision-making;</li> <li>• 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;</li> <li>• the ability to gather and analyse a range of information and interpret and communicate findings ethically within a defined and undefined decision-making context; and</li> <li>• 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.</li> </ul>		
<p><b>Assessment criteria:</b></p> <p>The outcomes have been mastered when the student have:</p>		

<ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Written/oral assignments</li> <li>• and/or class evaluations</li> <li>• and/or formal written tests</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• One formal examination</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• a minimum of 40% is required to pass the written evaluation.</li> <li>• The module mark is composed of formative and summative assessments in a ratio of 1:1;</li> <li>• a minimum of 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> CSCB471	<b>Semester 1 &amp; 2</b>	<b>NQF level: 8, Credits: 16</b>
<b>TITLE: CONSUMER FOOD DECISION-MAKING: EXTERNAL FACTORS</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student have: <ul style="list-style-type: none"> <li>• 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; and</li> <li>• address an actual consumer decision-making problem concerning external factors and accurately communicate creative insights and solutions to a range of audiences.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Written/oral assignments</li> <li>• and/or class evaluations</li> <li>• and/or formal written tests</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• One formal examination</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• a minimum of 40% is required to pass the written evaluation.</li> <li>• The module mark is composed of formative and summative assessments in a ratio of 1:1;</li> <li>• a minimum of 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> CSCP272	<b>Semester 1 &amp; 2</b>	<b>NQF level: 6, Credits: 4</b>
<b>TITLE: CONSUMER PRACTICE (1)</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>• participation in job shadowing and be able to identify and differentiate different work components in the context of food / fashion systems and processes;</li> <li>• explain and illustrate an understanding of the roles and relationships between elements within the different self-identified work environments in food and fashion sectors; and</li> <li>• provide evidence of completing forty notional hours of work in a suitable consumer product/services environment.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student have: <ul style="list-style-type: none"> <li>• recorded the hours completed and effectively reflect on the experience of the work environment by analysing and evaluating the application of theory relevant to the practice and presenting it in a portfolio.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• None</li> </ul>		

<b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Submission of a portfolio</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• A minimum of 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: CSCP372</b>	<b>Semester 1 &amp; 2</b>	<b>NQF level: 7, Credits: 4</b>
<b>TITLE: CONSUMER PRACTICE (2)</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>• the ability to operate effectively within a food / fashion system (work environment);</li> <li>• demonstrate active participation (in a professional and ethical manner) in the self-identified food or fashion professional work environment; and</li> <li>• provide proof of evidence of completing forty notional hours of work in a suitable consumer product/services environment.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student have: <ul style="list-style-type: none"> <li>• critically reflect on the professional practice and the application of relevant theory, as well as evaluating and reflecting the applied ethical conduct in the work environment by keeping record of the work hours and presenting it in a portfolio.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• None</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Submission of a portfolio</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• A minimum of 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: CSCP472</b>	<b>Semester 1 &amp; 2</b>	<b>NQF level: 8, Credits: 8</b>
<b>TITLE: CONSUMER PRACTICE (3)</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>• <b>active participation</b> by effectively <b>contributing to solving</b> food-/fashion related <b>problems</b> within a real-life practice setting (in the self-identified work environment(s) in the food/fashion industry);</li> <li>• provide proof of evidence of completing eighty notional hours of work in a suitable consumer product/services environment; and upon completion of the specified notional hours, the student should illustrate / explain with evidence how the theoretical links in consumer sciences integrate with practical applications in the food/clothing sector.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• critically reflect on the chosen work environment by scrutinizing the involved environment (SWOT analysis), reflecting on the application of relevant theory and the role of the consumer scientist in the work environment in a holistic manner by keeping record of the work hours and presenting it in a portfolio.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• None</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Submission of a portfolio</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• A minimum of 50% is required to pass the module</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: CSCR471</b>	<b>Semester 1 &amp; 2</b>	<b>NQF level: 8, Credits: 16</b>
<b>TITLE: CONSUMER RESEARCH METHODOLOGY</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>• 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;</li> </ul>		

- 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; and
- 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:

- 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; and
- 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

**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:** CSCT471

**Semester 1 & 2**

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

**TITLE: CONSUMER EDUCATION AND TRAINING**

**Module outcomes:**

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

- an extensive integrated knowledge and engagement of interrelated principles and complex theories of consumer education and training; and
- 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.

**Assessment criteria:**

The outcomes have been mastered when the student can:

- Use and apply extensive integrated knowledge from multiple sources to critically evaluate and compare principles and complex theories relevant to consumer education and training; and
- address an actual consumer need through education and training and effectively 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:** CSFD111

**Semester 1**

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

**TITLE: FOOD COMPONENTS AND PROCESSES**

**Module outcomes:**

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

- 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; and
- 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.

**Assessment criteria:**

The outcomes have been mastered when the student have:

- 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.

**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:** CSFD121

**Semester 2**

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

**TITLE: FOOD GROUPS AND SYSTEMS: PLANT**

**Module outcomes:**

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

- 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; and
- 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.

**Assessment criteria:**

The outcomes have been mastered when the student can:

- 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.

**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:** CSFD211

**Semester 1**

**NQF level: 6, Credits: 16**

**TITLE: FOOD GROUPS AND SYSTEMS: ANIMAL**

**Module outcomes:**

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

- 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; and
- 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.

**Assessment criteria:**

The outcomes have been mastered when the student can:

- 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;
- 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 responsible and to judge own and a groups' performance; and
- 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.

**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:** CSFD311

**Semester** 2

**NQF level:** 7, **Credits:** 12

**TITLE: FOOD QUALITY MANAGEMENT**

**Module outcomes:**

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

- 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; and
- 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.

**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 quality systems and standards; and
- 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.

**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

<b>Module code: CSFD312</b>	<b>Semester 1</b>	<b>NQF level: 7, Credits: 12</b>
<b>TITLE: FOOD INNOVATION AND TRENDS</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>• an integrated knowledge of facts, principles and rules relevant to food innovation and trends;</li> <li>• to fully comprehend the complexity of, and the ability to apply and critically evaluate the principles and theories of food innovation and trends;</li> <li>• 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; and</li> <li>• the ability to investigate and solve a food related problem with evidence-based solutions and theory-driven arguments.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• Use and apply integrated knowledge to critically evaluate and compare principles and theories of food innovation and trends; and</li> <li>• Interpret and effectively communicate processes and results from food specific investigations regarding innovation and trends.</li> </ul>		
<b>Assessment methods – Continuous assessment:</b> <ul style="list-style-type: none"> <li>• Written/practical assignments</li> <li>• and/or class evaluations</li> </ul> <b>Assessment plan:</b> Module mark consist of: <ul style="list-style-type: none"> <li>• three assignments and a final project portfolio consisting of a report and critical reflection must be submitted upon completion of the project.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: CSFD321</b>	<b>Semester 2</b>	<b>NQF level: 7, Credits: 16</b>
<b>TITLE: FOOD PRODUCT DEVELOPMENT</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• use and apply integrated knowledge and practical skills to create a new food product; and</li> <li>• effectively present a new food product verbally accompanied by a detailed written product report solving a consumer-related need.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Written/oral assignments</li> <li>• and/or class evaluations</li> <li>• and/or formal written tests</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• One formal examination</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• a minimum of 40% is required to pass the written evaluation.</li> <li>• -The module mark is composed of formative and summative assessments in a ratio of 1:1;</li> <li>• -a minimum of 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: CSFD323</b>	<b>Semester 2</b>	<b>NQF level: 7, Credits: 12</b>
<b>TITLE: FOOD RETAIL MANAGEMENT</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate:		

<ul style="list-style-type: none"> <li>• an integrated knowledge of facts, principles and rules relevant to food retail management;</li> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• Use and apply integrated knowledge to critically evaluate and compare principles, systems processes of food retail management; and</li> <li>• 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.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Written/oral assignments</li> <li>• and/or class evaluations</li> <li>• and/or formal written tests</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• One formal examination</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• a minimum of 40% is required to pass the written evaluation.</li> <li>• The module mark is composed of formative and summative assessments in a ratio of 1:1;</li> <li>• a minimum of 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> CSFD471	<b>Semester</b> 1	<b>NQF level:</b> 8, <b>Credits:</b> 48
<b>TITLE: PROJECT: FOOD RESEARCH AND DEVELOPMENT</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Written/oral assignments</li> <li>• and/or class evaluations</li> <li>• and/or formal written tests</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Submission of a mini-dissertation</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• A minimum of 50% is required to pass the module</li> <li>• Mini-dissertation</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> CSFD472	<b>Semester</b> 1	<b>NQF level:</b> 8, <b>Credits:</b> 16
<b>TITLE: SENSORY EVALUATION</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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; and</li> </ul>		

<ul style="list-style-type: none"> <li>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.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>Use and apply integrated knowledge to critically evaluate and compare principles and theories of food sensory evaluation; and</li> <li>Conduct sensory evaluation processes during food specific investigations ethically and provide evidence of scientific results and methods chosen to obtain results.</li> </ul>		
<b>Assessment methods – Continuous assessment:</b> <ul style="list-style-type: none"> <li>Written/practical assignments</li> <li>and/or class evaluations</li> </ul> <b>Assessment plan:</b> Module mark consist of <ul style="list-style-type: none"> <li>three assignments and a final project portfolio consisting of a report and critical reflection must be submitted upon completion of the project.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> CSMD121	<b>Semester 2</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: THE WORLD OF FASHION</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>Knowledge and understanding of a) the history and development of fashion as a discipline and b) the fashion environment and resources; and</li> <li>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.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student have: <ul style="list-style-type: none"> <li>Identify, understand and describe the history and development of fashion as a discipline and the fashion environment and resources; and</li> <li>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.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>Written/oral assignments</li> <li>and/or class evaluations</li> <li>and/or formal written tests</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>One formal examination</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>a minimum of 40% is required to pass the written evaluation.</li> <li>The module mark is composed of formative and summative assessments in a ratio of 1:1;</li> <li>a minimum of 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> CSMD211	<b>Semester 1</b>	<b>NQF level: 6, Credits: 16</b>
<b>TITLE: FASHION PRODUCT SELECTION</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>detailed knowledge and application of various fashion products within the process of fashion product selection and all relevant and interrelated classifications and composition;</li> <li>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; and</li> <li>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.</li> </ul>		

<b>Assessment criteria:</b> The outcomes have been mastered when the student have: <ul style="list-style-type: none"> <li>• use and apply detailed knowledge of the classification, composition of fashion products and the selection thereof within the relevant product category;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Written/oral assignments</li> <li>• and/or class evaluations</li> <li>• and/or formal written tests</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• One formal examination</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• a minimum of 40% is required to pass the written evaluation.</li> <li>• The module mark is composed of formative and summative assessments in a ratio of 1:1;</li> <li>• a minimum of 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> CSMD221	<b>Semester</b> 2	<b>NQF level:</b> 6, <b>Credits:</b> 16
<b>TITLE: THE FASHION CONSUMER</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge and application of interrelated internal factors influencing the fashion consumer;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student have: <ul style="list-style-type: none"> <li>• use and apply detailed knowledge of the application of the fashion consumer and all relevant and interrelated internal influences;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Written/oral assignments</li> <li>• and/or class evaluations</li> <li>• and/or formal written tests</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• One formal examination</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• a minimum of 40% is required to pass the written evaluation.</li> <li>• The module mark is composed of formative and summative assessments in a ratio of 1:1;</li> <li>• a minimum of 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> CSMD311	<b>Semester</b> 1	<b>NQF level:</b> 7, <b>Credits:</b> 16
<b>TITLE: FASHION MERCHANDISING</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>• an integrated knowledge of facts, principles and rules relevant to fashion merchandising;</li> </ul>		

- 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; and
- 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.

**Assessment criteria:**

The outcomes have been mastered when the student have:

- Use and apply integrated knowledge to critically evaluate and compare principles and theories of fashion merchandising; and
- 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.

**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:** CSMD322

**Semester** 2

**NQF level:** 7, **Credits:** 16

**TITLE: FASHION TEXTILES**

**Module outcomes:**

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

- 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; and
- 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:

- Use and apply integrated knowledge to critically evaluate and compare principles, characteristics and processes involved in the manufacturing and usage of fashion textiles; and
- 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

<b>Module code: CSMD471</b>	<b>Semester 1 &amp; 2</b>	<b>NQF level: 8, Credits: 48</b>
<b>TITLE: PROJECT: FASHION RESEARCH</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student have: <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Written/oral/practical assignments</li> <li>• and/or class evaluations</li> <li>• and/or formal written tests.</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Submission of a mini-dissertation</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• a minimum of 50% is required to pass the module</li> <li>• Mini-dissertation</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: CSMD472</b>	<b>Semester 1 &amp; 2</b>	<b>NQF level: 8, Credits: 16</b>
<b>TITLE: FASHION RETAIL MANAGEMENT</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>• an integrated knowledge of facts, principles and systems relevant to fashion retail management;</li> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student have: <ul style="list-style-type: none"> <li>• Use and apply integrated knowledge to critically evaluate and compare principles, theories, systems and processes of fashion retail management; and</li> <li>• 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</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Written/oral assignments</li> <li>• and/or class evaluations</li> <li>• and/or formal written tests</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• One formal examination</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• a minimum of 40% is required to pass the written evaluation.</li> <li>• The module mark is composed of formative and summative assessments in a ratio of 1:1;</li> <li>• a minimum of 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: CSMP111</b>	<b>Semester 1</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: INTRODUCTION TO BASIC FASHION PRODUCT DEVELOPMENT</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>• 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;</li> </ul>		

<ul style="list-style-type: none"> <li>• 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;</li> <li>• Apply knowledge and skills in the planning and execution of basic fashion products in terms of design and the construction thereof; and</li> <li>• Show an understanding of the relationship between the different processes of a fashion product in terms of the product quality and function.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student have: <ul style="list-style-type: none"> <li>• provide evidence of the designing and construction of a fashion product adhering to high quality standards and requirements within the specific context; and</li> <li>• explain and discuss shortcomings in the production process that had and influence on the quality of the product</li> </ul>		
<b>Assessment methods – Continuous assessment:</b> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Practical sessions</li> <li>• Class work</li> <li>• Oral assessments</li> <li>• Project implementation – submission of a portfolio</li> </ul>		
<b>Assessment plan:</b> Module mark consist of <ul style="list-style-type: none"> <li>• Continuous assessment (100%) in the form of one or a combination of assessments methods will be completed during the semester including a final assessment. In order to pass the module, a minimum of 50% is required for the final assessment. A minimum of 80% class attendance and participation, as well as submission of all assignments and a portfolio is compulsory to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> CSMP211	<b>Semester</b> 1	<b>NQF level:</b> 6, <b>Credits:</b> 12
<b>TITLE: INTERMEDIATE FASHION PRODUCT SKILLS</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• Apply these knowledge and skills in the planning, execution and evaluation of fashion products in terms of drawing, design and the construction thereof; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student have: <ul style="list-style-type: none"> <li>• provide evidence of the designing and construction of a fashion product adhering to high quality standards and requirements within the specific context; and</li> <li>• explain and discuss shortcomings in the production process that had and influence on the quality of the product</li> </ul>		
<b>Assessment methods – Continuous assessment:</b> <ul style="list-style-type: none"> <li>• Written/oral/practical assignments</li> <li>• and/or class work</li> <li>• and submission of a portfolio</li> </ul>		
<b>Assessment plan:</b> Module mark consist of <ul style="list-style-type: none"> <li>• Continuous assessment (100%) in the form of one or a combination of assessments methods will be completed during the semester including a final assessment. In order to pass the module, a minimum of 50% is required for the final assessment. A minimum of 80% class attendance and participation, as well as submission of all assignments and a portfolio is compulsory to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> CSMP311	<b>Semester</b> 1	<b>NQF level:</b> 7, <b>Credits:</b> 12
<b>TITLE: ADVANCED FASHION PRODUCT SKILLS (1)</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate:		

<ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• Apply advanced knowledge and skills in the planning, execution and evaluation of fashion products in terms of drawing, design and the construction thereof; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student have: <ul style="list-style-type: none"> <li>• 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; and</li> <li>• explain and discuss shortcomings in the production process that had and influence on the quality of the product</li> </ul>		
<b>Assessment methods – Continuous assessment:</b> <ul style="list-style-type: none"> <li>• Written/oral/practical assignments</li> <li>• and/or class work</li> <li>• and submission of a portfolio</li> </ul> <b>Assessment plan:</b> Module mark consist of <ul style="list-style-type: none"> <li>• Continuous assessment (100%) in the form of one or a combination of assessments methods will be completed during the semester including a final assessment. In order to pass the module, a minimum of 50% is required for the final assessment. A minimum of 80% class attendance and participation, as well as submission of all assignments and a portfolio is compulsory to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> CSMP321	<b>Semester</b> 2	<b>NQF level:</b> 7, <b>Credits:</b> 12
<b>TITLE: ADVANCED FASHION PRODUCT SKILLS (2)</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>• Demonstrate integrated knowledge of the functioning of a production line in the manufacturing of a fashion product;</li> <li>• Demonstrate the ability to effectively function in a team by understanding and applying the different role players in the fashion production line;</li> <li>• Take responsibility for own learning and contribution and the team's functioning in a production team;</li> <li>• Critically reflect on the factors influencing the functioning of the production process and quality product; and</li> <li>• Make creative and realistic recommendations on the improvement of the production line processes.</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student have: <ul style="list-style-type: none"> <li>• Plan and execute a production line for a specific fashion product;</li> <li>• Provide a comprehensive report on the functioning of a production line, the role players and quality assurance process; and</li> <li>• Provide creative and realistic recommendations on the improvement of the production line processes in the form of a report.</li> </ul>		
<b>Assessment methods – Continuous assessment:</b> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Practical sessions</li> <li>• Class work</li> <li>• Project implementation - submission of a portfolio</li> </ul> <b>Assessment plan:</b> Module mark consist of <ul style="list-style-type: none"> <li>• Continuous assessment (100%) in the form of one or a combination of assessments methods will be completed during the semester including a final assessment. In order to pass the module, a minimum of 50% is required for the final assessment. A minimum of 80% class attendance and participation, as well as submission of all assignments and a portfolio is compulsory to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		

<b>Module code: CSOS111</b>	<b>Semester 1</b>	<b>NQF level: 5, Credits: 8</b>
<b>TITLE: DESIGN STUDIES</b>		
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>• knowledge and understanding of design elements and principles and their interrelatedness within the multidimensional consumer environment; and</li> <li>• 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;</li> </ul>		
<b>Assessment criteria:</b> The outcomes have been mastered when the student can: <ul style="list-style-type: none"> <li>• understand and describe design elements and principles and their interrelatedness within the multidimensional consumer environment;</li> <li>• 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.</li> </ul>		
<b>Assessment methods - Formal formative:</b> <ul style="list-style-type: none"> <li>• Written/oral assignments</li> <li>• and/or class evaluations</li> <li>• and/or formal written tests</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• One formal examination</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• a minimum of 40% is required to pass the written evaluation.</li> <li>• The module mark is composed of formative and summative assessments in a ratio of 1:1;</li> <li>• a minimum of 50% is required to pass the module.</li> </ul>		
<b>Method of delivery:</b> Full-time		

#### **HSC.15.5 SCHOOL OF APPLIED HEALTH SCIENCES: SUBJECT GROUP DIETETICS**

<b>Module code: NUTB111</b>	<b>Semester 1</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: INTRODUCTION TO THE PROFESSIONS</b>		
<b>Module outcomes:</b> Upon completion of the module, the student must be able to: <ul style="list-style-type: none"> <li>• demonstrate the knowledge and application of the rules and regulations of the Health Professionals Council of South Africa (HPCSA) within the career;</li> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> The student can: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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</li> <li>• 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.</li> </ul> <b>Assessment methods – Formal formative</b> <ul style="list-style-type: none"> <li>• Assignments</li> </ul>		

<ul style="list-style-type: none"> <li>• and written class tests</li> </ul> <b>Assessment methods – Summative</b> <ul style="list-style-type: none"> <li>• Sit-down written exam</li> </ul> <b>Assessment plan</b> <ul style="list-style-type: none"> <li>• Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> NUTB112	<b>Semester</b> 1	<b>NQF level:</b> 5, <b>Credits:</b> 12
<b>TITLE: INTRODUCTION TO NUTRITION</b>		
<b>Module outcomes:</b> Having completed this module, the student should: <ul style="list-style-type: none"> <li>• have an understanding of basic nutrition principles;</li> <li>• be able to evaluate nutritional status and the accompanying health risks associated with malnutrition (including over- and undernutrition);</li> <li>• be able to evaluate nutritional adequacy of a diet and give advice to optimise the nutritional adequacy thereof;</li> <li>• be able to plan a balanced diet for the general public; and</li> <li>• be able to plan a balanced diet and provide strategies towards achieving and maintaining a healthy body weight.</li> </ul>		
<b>Assessment criteria:</b> The student can demonstrate the following: <ul style="list-style-type: none"> <li>• knowledge and understanding of basic nutrition principles;</li> <li>• evaluate nutritional status and the accompanying health risks associated with malnutrition;</li> <li>• knowledge of and an ability to plan balanced diets for healthy individuals and modify diets to be nutritionally adequate; and</li> <li>• recommend sensible strategies for achieving and maintaining a healthy body weight.</li> </ul>		
<b>Assessment methods – Formal formative</b> <ul style="list-style-type: none"> <li>• Theoretical and practical assignments</li> <li>• and written class tests.</li> </ul>		
<b>Assessment methods – Summative</b> <ul style="list-style-type: none"> <li>• Sit-down written exam</li> </ul>		
<b>Assessment plan</b> <ul style="list-style-type: none"> <li>• Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> NUTB121	<b>Semester</b> 1	<b>NQF level:</b> 5, <b>Credits:</b> 12
<b>TITLE: NUTRIENTS</b>		
<b>Module outcomes:</b> At the end of this module the student should: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> The student has reached the outcomes when he/she can: <ul style="list-style-type: none"> <li>• 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;</li> <li>• apply appropriate methods to identify a micronutrient deficiency or excess and prescribe dietary adjustments based on the findings; and</li> <li>• 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.</li> </ul>		
<b>Assessment methods – Formal formative</b> <ul style="list-style-type: none"> <li>• Theoretical and practical assignments</li> </ul>		

<ul style="list-style-type: none"> <li>• Written class tests</li> <li>• as well as hold a nutrition expo</li> </ul> <b>Assessment methods – Summative</b> <ul style="list-style-type: none"> <li>• Portfolio of evidence (20%)</li> <li>• Sit-down written examination (30%)</li> </ul> <b>Assessment plan</b> <ul style="list-style-type: none"> <li>• Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> NUTB211	<b>Semester 1</b>	<b>NQF level: 6, Credits: 16</b>
<b>TITLE: NUTRITION THROUGH THE LIFE CYCLE</b>		
<b>Module outcomes:</b> At the end of this module the student should demonstrate: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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; and</li> <li>• evaluate and interpret growth norms of infants, young- and school-going children and communicate findings in a coherent and professional manner.</li> </ul>		
<b>Assessment criteria:</b> The student has reached the outcomes when he/she can: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment methods – Formal formative</b> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• and written class tests</li> </ul>		
<b>Assessment methods – Summative</b> <ul style="list-style-type: none"> <li>• Sit-down written exam</li> </ul>		
<b>Assessment plan</b> <ul style="list-style-type: none"> <li>• Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> NUTC222	<b>Semester 2</b>	<b>NQF level: 6, Credits: 16</b>
<b>TITLE: INTRODUCTION TO COMMUNITY NUTRITION</b>		
<b>Module outcomes:</b> After successful completion of the module, the student will be able to demonstrate: <ul style="list-style-type: none"> <li>• a detailed knowledge of the international and national nutrition situation;</li> <li>• a detailed knowledge and understanding of food and nutrition security;</li> <li>• knowledge and understanding of the national nutrition-related policies and programmes, including the Integrated Nutrition Programme (INP);</li> <li>• a detailed knowledge and understanding as well as the ability to efficiently conduct nutrition promotion, nutrition education, and social behaviour change;</li> <li>• a detailed knowledge and understanding and the ability to identify, classify and manage malnutrition in the community;</li> <li>• a detailed knowledge and the ability to address the prevention of communicable and non-communicable diseases of national concern;</li> </ul>		

- an understanding of the role of a community nutrition dietitian within the public health care system; and
- 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; and
- work effectively, either individually or in a team, towards meeting the outcomes of this module.

#### **Assessment methods – Formal formative**

- 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; and
- 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; and
- 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**

- 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%

<b>Method of delivery:</b> Full-time		
<b>Module code:</b> NUTC471	<b>Semester 1 &amp; 2</b>	<b>NQF level: 8, Credits: 32</b>
<b>TITLE: COMMUNITY NUTRITION PRACTICE</b>		
<b>Module outcomes:</b> After successful completion of the module, the student will be able to demonstrate: <ul style="list-style-type: none"> <li>• an integrated knowledge and critical understanding of the health system and the nutrition-related primary health care (PHC) policy environment in South-Africa;</li> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> The student will have reached the outcomes when he/she is able to: <ul style="list-style-type: none"> <li>• correctly apply and implement the guidelines recommended in nutrition-related policies and programmes in the PHC system;</li> <li>• correctly apply the appropriate scientific methods to successfully complete a focused nutrition-related research project in the community;</li> <li>• 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;</li> <li>• solve or at least improve nutritional problems in vulnerable groups and individuals in the community;</li> <li>• 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; and</li> <li>• take responsibility for the use of resources and the quality of nutrition education provided to the community.</li> </ul> <b>Assessment methods – Formal formative</b> <ul style="list-style-type: none"> <li>• Class tests</li> <li>• and to submit practical assignments and written reports. Professional conduct will also be evaluated.</li> </ul> <b>Assessment methods – Summative</b> <ul style="list-style-type: none"> <li>• Sit-down written examination</li> </ul> <b>Assessment plan</b> <ul style="list-style-type: none"> <li>• Formative assessments 60%: Summative assessment 40% (1:1). Exam sub-minimum: 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> NUTF222	<b>Semester 2</b>	<b>NQF level: 6, Credits: 12</b>
<b>TITLE: MANAGEMENT AND LEADERSHIP IN FOOD AND NUTRITION</b>		
<b>Module outcomes:</b> Upon completion of this module the student should: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> The student has achieved the outcomes if he/she is able to: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> </ul>		

- demonstrate ethically correct behaviour, in accordance with an established value system, in all aspects of FSU management.

#### **Assessment methods – Formal formative**

- 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**

#### **Module outcomes:**

After having completed this module, the student should be able to:

- demonstrate an integrated knowledge and practical skills, as an individual and also as a member of a team, using an established ethical value system as a point of reference, regarding food provision as a critical element in the transformation process, which includes the following: availability of food, distribution of meals, purchasing, reception and production;
- identify, analyse and evaluate (critically reflect) situations and problems that are related to control, transformation, outputs, inputs and environmental aspects in the FSU and also present recommendations or evidence-based solutions for these in report format by means of theory-driven arguments; and
- 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.

#### **Assessment criteria:**

The student has achieved the outcomes if he/she:

- can identify and evaluate food provision as a critical element in the transformation process by means of written case studies, oral presentations, reports of real-life situations, and motivate for applicable action in order to increase outputs regarding the situation;
- can practically demonstrate the process of recipe development by planning a meal (function);
- demonstrate that he/she can act ethically correct, based on an established value system, regarding all facets of the management of a FSU.

The student has achieved the outcomes if he/she:

- can interpret a foodservice unit by using the systems approach;
- identify shortcomings in the FSU with regard to availability of food, distribution of meals, purchases, reception and production, and make meaningful recommendations for programmes and/or training to improve these, based on scholarly analysis of relevant sources;
- can advise organisations on which foodservice system should be implemented;
- analyse the impact of the environment on the FSU and make recommendations for improvement;
- can compile production schedules and master orders for a large scale FSU from case studies;
- can integrate customer satisfaction in the compilation of menus;
- analyse and evaluate shortcomings in the control subsystem of the FSU with regard to legislation, stock control, food safety and HACCP and sanitation and safety, and make meaningful recommendations for programmes and/or training to improve these, based on scientific analysis of relevant sources;
- can analyse, evaluate and make recommendations through motivation by means of scientific analysis of relevant sources within the outcomes subsystem from case studies and problem situations.

The student has achieved the outcomes if he/she:

- demonstrate skills and insight when communicating scientific information to the management of a food service unit using appropriate media;
- compiles appropriate meal plans and menus for special diets and normal diets;
- sets up, evaluate and implement a marketing plan for a menu.

#### **Assessment methods – Formal formative**

- Assignments and projects
- Reports
- Practical sessions in laboratory
- and written class tests

<b>Assessment methods – Summative</b>		
<ul style="list-style-type: none"> <li>Sit-down written exam</li> </ul>		
<b>Assessment plan</b>		
<ul style="list-style-type: none"> <li>Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> NUTF471	<b>Semester 1 &amp; 2</b>	<b>NQF level: 8, Credits: 32</b>
<b>TITLE: FOOD SERVICE MANAGEMENT PRACTICE</b>		
<b>Module outcomes:</b>		
<p>Upon completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>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);</li> <li>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;</li> <li>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; and</li> <li>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.</li> </ul>		
<b>Assessment criteria:</b>		
<p>The student should demonstrate the following:</p> <ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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;</li> <li>plan a new FSU by implementing specialist knowledge regarding FSUs and the functioning thereof;</li> <li>plan an impact study to determine the susceptibility of a foodservice system in an organisation and give recommendations on the implementation thereof;</li> <li>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;</li> <li>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.</li> </ul> <p>The student should demonstrate the following:</p> <ul style="list-style-type: none"> <li>the ability to identify, analyse and evaluate complex situations within the FSU in relation to management processes;</li> <li>compile a budget for a FSU that complies with the specific demands and needs of FSUs;</li> <li>perform a movement economy study and make recommendations based on scientific facts and information to improve the employee's job performance and time management;</li> <li>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.</li> </ul> <p>The student should demonstrate the following:</p> <ul style="list-style-type: none"> <li>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;</li> <li>plan, lead and manage a successful production meeting according to effective principles and procedures;</li> <li>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;</li> <li>compile a personal development plan for employees regarding leadership;</li> <li>show insight into the various laws that are relevant to FSM by means of a synopsis.</li> <li>communicate ethically and responsibly with clients and employees on all levels;</li> <li>implement all managerial functions and plans which form part of the FSM's job description in a professionally and ethically correct manner.</li> </ul>		
<b>Assessment methods – Formal formative:</b>		
<ul style="list-style-type: none"> <li>Assignments</li> <li>Reports</li> </ul>		

<ul style="list-style-type: none"> <li>• Statistical reports</li> <li>• Letters and oral evaluations and lectures</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• Sit-down written exam</li> </ul> <p><b>Assessment plan:</b></p> <ul style="list-style-type: none"> <li>• Formative assessments 60%: Summative assessment 40% Exam sub-minimum: 50%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> NUTP271	<b>Semester 2</b>	<b>NQF level: 6, Credits: 12</b>
<b>TITLE: NUTRITION PRACTICE II</b>		
<p><b>Module outcomes:</b></p> <p>After completing this module, the student will demonstrate:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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; and</li> <li>• the ability to interact in a respectful, responsible and professional manner with patients and staff members of the health professions team.</li> </ul>		
<p><b>Assessment criteria:</b></p> <p>The student will have reached the outcomes when he/she is able to:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• reflect critically on the consultation process observed at actual or fictional health facilities;</li> <li>• correctly apply appropriate techniques to assess and interpret the anthropometric status (height, weight, waist circumference, hip circumference and triceps skinfold) of adult patients;</li> <li>• record a diet history of an adult patient and analyse the nutrient content of it by using appropriate intake references;</li> <li>• compile appropriate and relevant nutrition education material and use these to effectively counsel a diverse group of patients in a professional and respectful manner;</li> <li>• demonstrate basic knowledge on what the nutrition research process entails; and</li> <li>• act in a respectful and professional manner with patients and staff members of the health professions team at all times.</li> </ul> <p><b>Assessment methods - Formal formative:</b></p> <p>Students must submit assignments, reports, do oral presentations and role play</p> <p><b>Assessment methods – Summative:</b></p> <p>Professional conduct evaluation and practical examination</p> <p><b>Assessment plan:</b></p> <p>Professional conduct (15%) + Formative assessments (65%) + Practical examination (20%)</p>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> NUTP371	<b>Semester 2</b>	<b>NQF level: 7, Credits: 16</b>
<b>TITLE: NUTRITION PRACTICE III</b>		
<p><b>Module outcomes:</b></p> <p>Upon completion of this module the student will demonstrate:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• the ability to assess a patient/client's or communities' nutritional status as well as conducting a nutrition consultation by applying the ABCD methodology;</li> <li>• the ability to interact in a respectful, responsible and professional manner with patients, clients, colleagues, members of the community, fellow healthcare professionals, classmates etc.; and</li> <li>• 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.</li> </ul>		
<p><b>Assessment criteria:</b></p> <p>The student has achieved the outcomes if he/she:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• correctly apply appropriate techniques to assess the nutritional status of patients/clients and/or members of the community by using the ABCD methodology;</li> </ul>		

- 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; and
- act in a respectful and professional manner with patients and staff members of the health professions team at all times

**Assessment methods – Formal formative:**

- 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:

- 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; and
- 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:

- 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; and
- 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**

**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; and
- 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:**

- 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**

**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; and
- 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; and
- communicate with the ill and healthy patient, at all levels of conduct, in an ethically responsible manner.

**Assessment methods – Formal formative:**

- 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

<b>Module code: NUTT323</b>	<b>Semester 2</b>	<b>NQF level: 7, Credits: 16</b>
<b>TITLE: MEDICAL NUTRITION THERAPY</b>		
<b>Module outcomes:</b> On completion of this module in therapeutic nutrition, the student ought to: <ul style="list-style-type: none"> <li>• have a well-rounded and systematic knowledge base on all aspects regarding specific disease states and their dietary implications;</li> <li>• 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;</li> <li>• 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; and</li> <li>• to communicate and treat patients/clients in an ethical and professional manner.</li> </ul>		
<b>Assessment criteria:</b> The student would have attained the outcomes if he/she can demonstrate the following: <ul style="list-style-type: none"> <li>• expertise with regard to the dietary implications of diseases;</li> <li>• the ability to analyse case studies with regard to particular diseases or trauma patients and to apply this in practice;</li> <li>• the ability to compile, implement, motivate, evaluate and adjust a nutritional care plan as required; and to adjust the nutritional care plan as needed; and</li> <li>• the ability to communicate with and treat patients/clients in an ethical and professionally sound manner.</li> </ul>		
<b>Assessment methods – Formal formative:</b> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Case studies</li> <li>• Portfolio</li> <li>• and class tests</li> </ul>		
<b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Sit-down written exam</li> </ul>		
<b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: NUTT324</b>	<b>Semester 2</b>	<b>NQF level: 7, Credits: 12</b>
<b>TITLE: PAEDIATRIC MEDICAL NUTRITION THERAPY</b>		
<b>Module outcomes:</b> After completion of the module in therapeutic nutrition, the student should be able to: <ul style="list-style-type: none"> <li>• 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;</li> <li>• evaluate case studies to demonstrate skills theoretically and practically regarding the association between illnesses, medicine, the digestion system and nutrient interaction;</li> <li>• demonstrate the ability to develop and adjust a therapeutic nutrition care plan for the monitoring and/or healing of relevant diseases;</li> <li>• demonstrate the ability to motivate and evaluate the value of a specially designed diet in the prognosis and management of specific illnesses; and</li> <li>• communicate from an ethical, accountable framework on all levels of treating patients/clients.</li> </ul>		
<b>Assessment criteria:</b> The student achieved the outcomes if he/she: <ul style="list-style-type: none"> <li>• 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;</li> <li>• theoretically and practically demonstrates the skills to analyse case studies on the relation between medical conditions, medication, the digestive tract and nutrient interaction;</li> <li>• demonstrates the skills to draw up or adapt a nutritional care plan for the monitoring and/or recovery of the relevant medical conditions;</li> <li>• 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; and</li> <li>• communicates with the ill patient/client, at all levels of conduct, in an ethically responsible manner.</li> </ul>		
<b>Assessment methods – Formal formative:</b> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Case studies</li> </ul>		

<ul style="list-style-type: none"> <li>• and class tests</li> </ul>		
<b>Assessment methods – Summative:</b>		
<ul style="list-style-type: none"> <li>• Sit-down written exam</li> </ul>		
<b>Assessment plan:</b>		
<ul style="list-style-type: none"> <li>• Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> NUTT472	<b>Semester 1 &amp; 2</b>	<b>NQF level: 8, Credits: 32</b>
<b>TITLE: APPLIED THERAPEUTIC NUTRITION</b>		
<b>Module outcomes:</b>		
On completion of this module in Therapeutic Nutrition the student should:		
<ul style="list-style-type: none"> <li>• know the nature, aetiology, symptoms, clinical manifestations, pathophysiology, diagnosis and medication of specific diseases with dietary implications;</li> <li>• be able to demonstrate the ability to assess nutritional status of patients in the hospital setting;</li> <li>• 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;</li> <li>• 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;</li> <li>• devise or modify and implement a nutritional care plan for the management of relevant diseases or conditions in the hospital setting;</li> <li>• be able to demonstrate the ability to monitor the implementation of the nutritional care plan and identify and solve problems with the implementation; and</li> <li>• demonstrate the ability to communicate effectively with individual patients as well as groups.</li> </ul>		
<b>Assessment criteria:</b>		
The student achieved the outcomes if he/she can:		
<ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment methods – Formal formative:</b>		
<ul style="list-style-type: none"> <li>• Prepared and unprepared patient presentations</li> <li>• Assignments</li> <li>• Written and oral tests</li> <li>• Professional conduct</li> <li>• Patient consultations</li> <li>• and nutritional documents</li> </ul>		
<b>Assessment methods – Summative:</b>		
<ul style="list-style-type: none"> <li>• Sit-down written exam</li> </ul>		
<b>Assessment plan:</b>		
<ul style="list-style-type: none"> <li>• Formative assessments 60%: Summative assessment 40% (1:1). Exam sub-minimum: 50%</li> </ul>		

<b>Module code: NUTA611</b>	<b>Semester 1</b>	<b>NQF-Level: 8</b>
<b>TITLE: EVIDENCE-BASED DATA INTERPRETATION</b>		
<b>Module outcomes:</b> After completing this module, the student should: <ul style="list-style-type: none"> <li>• Have an intermediate understanding of the “evidence-based” process used to substantiate health claims or public health recommendations and be able to motivate the contribution of different types of study designs in this process.</li> <li>• Have partly experienced the “evidence-based” process by conducting a qualitative systematic review on a specific topic through:               <ul style="list-style-type: none"> <li>• A complete systematic gathering and review of all the published papers on a specific topic;</li> <li>• Critical evaluation of the quality of the research methodology in the published papers;</li> <li>• Basic interpretation of the evidence and making of responsible evidence based conclusions and recommendations and</li> <li>• Scientific communication of the process and the evidence (written)</li> </ul> </li> </ul>		
<b>Assessment criteria</b> The outcomes are achieved if the students are able to: <ul style="list-style-type: none"> <li>• describe the role evidence based science plays in the creation of health claims or public health recommendations. They should also be able to explain of the role different study designs play in this process.</li> <li>• write the results and discussion section of a systematic review by:               <ul style="list-style-type: none"> <li>• firstly, finding all articles published on the selected topic using a variety of the appropriate electronic databases and then to illustrate this process by creating a clear search strategy, describing the process.</li> <li>• creating a data extraction form, with clear headings as to which data should be extracted from the papers</li> <li>• extracting the results of the papers by interpreting the evidence as depicted in results tables and text of these papers.</li> <li>• assessing the quality of the identified papers through the use of an appropriate quality scoring criteria.</li> <li>• interpreting the evidence by writing a structured discussion in which they summarise the main results, explain discrepancies between the included studies, describe the underlying physiological mechanisms, give advice to the public and suggest further research.</li> </ul> </li> </ul>		
<b>Assessment methods:</b> <ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Oral presentations</li> <li>• Class test</li> <li>• Final examination</li> </ul>		
<b>Mode of delivery:</b> Full-time/contact.		
<b>Module code: NUTE611</b>	<b>Semester 1</b>	<b>NQF-Level: 8</b>
<b>TITLE: NUTRITIONAL EPIDEMIOLOGY</b>		
<b>Module outcomes:</b> After completion of module NUTE611, the student will demonstrate: <ul style="list-style-type: none"> <li>• Applied knowledge and understanding of the basic principles and methodologies in epidemiology to enable engagement with and critical evaluation of current nutritional epidemiology research and practice;</li> <li>• An ability to design an epidemiological study in the field of nutrition considering the strengths and limitations of the research design and methods.</li> <li>• An ability to evaluate epidemiological research methods in an effort to identify appropriate epidemiological research strategies to address nutrition-related issues in the South African context;</li> <li>• An ability to interpret nutritional epidemiological data using appropriate statistical methodology to assess nutrition-related disease risk;</li> <li>• An ability to effectively integrate academic research into a personal value system to be able to communicate and debate scientific information about topical and current nutrition-related epidemiological research; and</li> <li>• An ability to make autonomous ethical decisions, operate independently and take full responsibility for her/his own work.</li> </ul>		
<b>Assessment criteria</b> The student has mastered the outcome if she/he is able to: <ul style="list-style-type: none"> <li>• Apply knowledge and understanding of the basic principles and methodologies in epidemiology to be able to critically evaluate current epidemiology research and practice;</li> <li>• Design an epidemiological study in the field of nutrition, and being able to justify and defend the chosen research design and methods;</li> </ul>		

<ul style="list-style-type: none"> <li>• Evaluate epidemiological research methods to be able to identify appropriate epidemiological research strategies to address nutrition-related issues in the South African context;</li> <li>• Interpret nutritional epidemiological data by choosing appropriate statistical methodology to assess nutrition-related disease risk;</li> <li>• Effectively integrate academic research into a personal value system to be able to enter into a scientific argument or debate about topical and current nutrition-related epidemiological research; and</li> <li>• Make autonomous decisions in line with ethical principles, operate independently and take full responsibility for the work he/she delivers.</li> </ul>		
<b>Assessment methods:</b> <ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Oral presentations</li> <li>• Class test</li> <li>• Final examination</li> </ul>		
<b>Mode of delivery:</b> Full-time/contact.		
<b>Module code:</b> NUTG671	<b>Semester 1 and 2</b>	<b>NQF-Level: 8</b>
<b>TITLE: NUTRIGENETICS</b>		
<b>Module outcomes:</b> After completing this module, the student should have: <ul style="list-style-type: none"> <li>• a comprehensive and systematic knowledge base in the field of human molecular genetics including but not limited to the central dogma of molecular biology, DNA and chromosome function and structure, as well as a detailed knowledge of Nutrigenetics and its application in the improvement of public health;</li> <li>• a coherent and critical understanding of the major terms, rules, concepts, principles and theories of population genetics and be able to apply them coherently when dealing with evidence-based solutions and theory-driven arguments to real world problems and issues;</li> <li>• an intermediate understanding of the major methods of molecular human genetics and a basic understanding of the methods used in the “omics” sciences to be able to effectively choose and implement an experimental strategy using an applicable array of the major techniques of human molecular genetics to research nutrient-gene interactions in a real-world example under supervision;</li> <li>• efficient information retrieval skills and be able to critically analyse and synthesise quantitative and quantitative Nutrigenetics data and present this information in a scientific manner suitable for academic professional discourse;</li> <li>• the necessary presentation and communication skills to enter into scientific discourse about current and relevant Nutrigenetics topics, giving evidence of a personal value system; and</li> <li>• the ability to integrate these various competencies into the formulation of an ethical and effective research strategy to determine the molecular origins of specific Nutrigenetics-based disorders.</li> </ul>		
<b>Assessment criteria</b> The outcomes have been reached when the student can: <ul style="list-style-type: none"> <li>• Indicate insight into basic nutrigenetic concepts such as "personalised" nutrition and gene-nutrient interaction as determined by a written exam;</li> <li>• Implement basic population genetics methodology in the analysis of real-life example;</li> <li>• Do a literature search of a relevant Nutrigenetics topic using electronic journal database and critically evaluate the data and present it in the form of a seminar;</li> <li>• Indicate insight and understanding of basic molecular genetic techniques as determined by a report of the practical component of the course to investigate the student's skills in scientific writing;</li> <li>• Indicate sufficient proficiency in basic nutrigenetic laboratory techniques through evaluation of practical sessions; and</li> <li>• Develop an ethical protocol for the analysis of a specific nutrigenetic-based disorder.</li> </ul>		
<b>Assessment methods:</b> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Case studies</li> <li>• Seminar</li> <li>• Laboratory work</li> <li>• and final written and oral examination</li> </ul>		
<b>Mode of delivery:</b> Full-time/contact.		

<b>Module code: NUTP621</b>	<b>Semester 2</b>	<b>NQF-Level: 8</b>
<b>TITLE: PUBLIC HEALTH NUTRITION</b>		
<b>Module outcomes:</b> After completing this module, you will: <ul style="list-style-type: none"> <li>• Understand the complex relationships between nutrition and health, both under- and over nutrition. These include the nutrition transition in developing countries, the extra vulnerability of developing populations to chronic diseases, the double burden of disease, global and South African prevalence. The student must also identify the factors contributing to food and nutrition security and address the influence of food security on nutritional status. The student must evaluate the appropriateness of the South African Food-Based Dietary Guidelines to promote optimal nutrition;</li> <li>• Understand relevant methods in the field of nutrition epidemiology to interpret epidemiological and statistical concepts and the relevance thereof in public health nutrition programmes;</li> <li>• Evaluate the suitability of methods of the assessment of nutritional status in a public health setting: the interpretation of dietary intake, anthropometrical and biochemical nutritional status data in epidemiology.</li> <li>• Integrate knowledge of the prevalence and physiological basis of the most pertinent public health nutrition problems in South Africa;</li> <li>• Apply at an intermediate level the evidence-based public health nutrition cycle by completing an assignment in a typical South African setting: <ul style="list-style-type: none"> <li>◦ Identifying the existing public health nutrition problems and prioritising specific problems for intervention;</li> <li>◦ Interpreting the evidence and making responsible evidence-based conclusions and recommendations;</li> <li>◦ Apply the public health nutrition cycle to develop a programme that offers innovative solutions to the chosen public health nutrition problems;</li> <li>◦ Critically reflect on ethical issues related to the chosen interventions;</li> <li>◦ Formulate steps in the implementation and evaluation of the chosen public health nutrition problems and</li> <li>◦ Effective scientific communication of the process using appropriate academic and professional discourse.</li> </ul> </li> <li>• Have a clear understanding of the complexity and need for a comprehensive food and nutrition policy.</li> <li>• Understand the context and systems involved in the process of policy development.</li> </ul>		
<b>Assessment criteria</b> The student reached the outcomes if he/she: <ul style="list-style-type: none"> <li>• Can explain the complex relationships between nutrition and health within the nutrition transition in low and middle income countries, in the context of the extra vulnerability of these populations to chronic diseases and the double burden of disease;</li> <li>• Can integrate factors contributing to food and nutrition security and discuss the influence of food security on nutritional status;</li> <li>• Can evaluate the appropriateness of South African nutrition-related policies, programmes and guidelines to promote optimal nutrition;</li> <li>• Understands relevant methods in the field of nutrition epidemiology to interpret epidemiological and statistical concepts and the relevance thereof in public health nutrition programmes;</li> <li>• Can evaluate methods of the assessment of nutritional status in a public health setting;</li> <li>• Integrates knowledge of the prevalence and physiological basis of the most pertinent public health nutrition problems in South Africa;</li> <li>• Applies at an intermediate level the evidence-based public health nutrition cycle in an assignment in a typical South African setting;</li> <li>• Effectively communicate the process using appropriate scientific and professional discourse; and</li> <li>• Critically reflects on ethical issues related to public health nutrition interventions.</li> </ul>		
<b>Assessment methods:</b> <ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Oral presentations</li> <li>• Class test</li> <li>• Examiners will be appointed according to the North-West University and Faculty rules.</li> </ul>		
<b>Mode of delivery:</b> Full-time/contact		
<b>Module code: NUTR671</b>	<b>Semester 1 and 2</b>	<b>NQF-Level: 8</b>
<b>TITLE: RESEARCH REPORT</b>		
<b>Module outcomes:</b> After having completed this module, you should be able to: <ul style="list-style-type: none"> <li>• demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques to unfamiliar problems in the field of nutrition;</li> </ul>		

- demonstrate an ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to the context of nutrition;
- demonstrate an ability to critically review information gathering, evaluation and management processes in the field of nutrition in order to develop creative responses to problems and issues; and
- demonstrate an ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to the context of the field of nutrition.

#### **Assessment criteria**

The student has achieved the outcomes of the module if he / she:

- can write a successful research report that will reflect the students' understanding of the research process; and
- the content of the research report must indicate the students' ability to apply methods and procedures, solve problems, apply ethical standards and have the ability to access, process and manage information.

#### **Assessment methods:**

- Research report for which examiners will be appointed according to the North-West University and Faculty rules.

**Mode of delivery:** Full-time/contact

**Module code:** NUTS671

**Semester 1 and 2**

**NQF-Level: 8**

**TITLE: SPORT NUTRITION**

#### **Module outcomes:**

After successful completion of the NUTS671 module, you will be able to demonstrate:

- an applied knowledge and understanding to analyse and critically evaluate complex situations regarding dietary and supplement intakes in active individuals participating in different sporting codes with the aim to suggest justified improvements for optimal health and performance;
- an ability to apply a range of different but appropriate practical skills to collect the relevant information and assess the nutritional status of active individuals participating in different sporting codes with the aim to determine their specific nutritional requirements for optimal training and competition;
- the ability to select and apply scientific methods to do focused sports nutrition-related research, to critically evaluate and integrate the information and communicate appropriate recommendations and interventions via effective modes of communication; and
- an ethically and professionally sound approach to the management and implementation of sports nutrition services to active individuals and relevant role players.

#### **Assessment criteria**

The outcomes will be achieved if you are able to:

- improve the dietary and supplement intake of active individuals participating in different sporting codes by means of dietary guidelines and practical advice aimed to meet the recommended requirements for their specific sport, body composition goals, optimal health and performance;
- accurately assess the nutritional status and determine the specific nutritional requirements of active individuals participating in different sporting codes;
- scientifically research a sports nutrition-related topic and effectively integrate, evaluate and communicate the appropriate results; and
- interact with active individuals and other relevant role players in an ethical and professional manner to collect information from them and/or communicate information to them.

#### **Assessment methods:**

- Written assignments
- Oral presentations
- Class test
- Examiners will be appointed according to the North-West University and Faculty rules.

**Mode of delivery:** Full-time/contact

### **HSC.15.6 SCHOOL OF APPLIED HEALTH SCIENCES: SUBJECT GROUP OCCUPATIONAL HYGIENE**

**Module code:** BHIG211

**Semester 1**

**NQF level: 6, Credits: 16**

**TITLE: FUNDAMENTALS OF OCCUPATIONAL HYGIENE**

#### **Module outcomes:**

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

- detailed knowledge and understanding of the fundamental principles of Occupational Hygiene;

<ul style="list-style-type: none"> <li>• 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;</li> <li>• the ability to evaluate and analyse existing Occupational Hygiene survey programs;</li> <li>• an understanding of the ethical aspects and practices specifically relevant to Occupational Hygiene; and</li> <li>• the ability to accurately and coherently communicate his/her findings verbally and in writing with an understanding of copyright and rules of plagiarism.</li> </ul>		
<b>Assessment methods:</b> 50:50		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BHIG221	<b>Semester 2</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: RISK MANAGEMENT</b>		
<b>Module outcomes:</b> After completion of the module, the student should demonstrate the following: <ul style="list-style-type: none"> <li>• 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;</li> <li>• proficiency in your ability to demonstrate an understanding of the different forms of knowledge and schools of thought as applicable to Risk Assessment;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment methods:</b> 50:50		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BHIG222	<b>Semester 2</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: ERGONOMICS FOR OCCUPATIONAL HYGIENE</b>		
<b>Module outcomes:</b> After completion of the module, the student should demonstrate the following: <ul style="list-style-type: none"> <li>• 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;</li> <li>• the ability to effectively apply principles of ergonomics and evaluation methods to assess the ergonomic compliance or problems with ergonomics in a work area;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment methods:</b> 50:50		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BHIG223	<b>Semester 2</b>	<b>NQF level: 6, Credits: 16</b>
<b>TITLE: TOXICOLOGY I</b>		
<b>Module outcomes:</b> After completion of the module, the student should demonstrate the following: <ul style="list-style-type: none"> <li>• 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;</li> <li>• the ability to analyse, evaluate and synthesise toxicological information obtained from multiple sources and to apply it in the field of Occupational Hygiene;</li> </ul>		

<ul style="list-style-type: none"> <li>the ability to communicate complex toxicological information verbally and in writing reliably and coherently with understanding and respect of copyright and plagiarism rules; and</li> <li>the ability to work effectively in a group and to contribute toward the planning and completion of group tasks.</li> </ul>		
<b>Assessment methods:</b> 50:50		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BHIG224	<b>Semester 2</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: RESEARCH METHODOLOGY</b>		
<b>Module outcomes:</b> After completion of the module, the student should demonstrate the following: <ul style="list-style-type: none"> <li>detailed knowledge and understanding of fundamental research concepts, methods and processes, and how applicable knowledge of research methodologies relates to Occupational Hygiene;</li> <li>an understanding of the ethical aspects and practices specifically relevant to Occupational Hygiene research;</li> <li>the ability to select, evaluate and apply statistical analysis methods specific to Occupational Hygiene to solve fundamental problems in the field of Occupational Hygiene;</li> <li>an ability to analyse, evaluate and synthesise information obtained from multiple sources to write a fundamental research proposal; and</li> <li>accurate and coherent written and verbal communication of a research proposal with an understanding of and respect for copyright and rules of plagiarism.</li> </ul>		
<b>Assessment methods:</b> 50:50		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BHIG311	<b>Semester 1</b>	<b>NQF level: 7, Credits: 24</b>
<b>TITLE: TOXICOLOGY II</b>		
<b>Module outcomes:</b> After completion of the module, the student should demonstrate the following: <ul style="list-style-type: none"> <li>integrated knowledge and understanding of the toxicology of a variety of toxicants and an understanding of how these toxicants relate to Occupational Hygiene;</li> <li>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;</li> <li>the ability to systematically gather, independently validate, evaluate and manage information on a variety of toxicants;</li> <li>accurate and coherent communication of relevant toxicological information verbally and in writing with understanding of and respect of copyright and plagiarism rules; and</li> <li>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.</li> </ul>		
<b>Assessment methods:</b> 50:50		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BHIG312	<b>Semester 1</b>	<b>NQF level: 7, Credits: 24</b>
<b>TITLE: OCCUPATIONAL HYGIENE LEGISLATION</b>		
<b>Module outcomes:</b> After completion of the module, the student should demonstrate the following: <ul style="list-style-type: none"> <li>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;</li> <li>the ability to develop, implement and then evaluate the effectiveness of an Occupational Hygiene monitoring program, with strict adherence to relevant legislation and regulations;</li> <li>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; and</li> <li>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.</li> </ul>		
<b>Assessment methods:</b> 50:50		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BHIG321	<b>Semester 2</b>	<b>NQF level: 7, Credits: 24</b>
<b>TITLE: CHEMICAL STRESSORS I</b>		
<b>Module outcomes:</b> After completion of the module, the student should demonstrate the following:		

<ul style="list-style-type: none"> <li>• 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;</li> <li>• ability to select, evaluate and apply a range of different and appropriate exposure assessment and control strategies to resolve Occupational Hygiene problems;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment methods:</b> 50:50		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BHIG322	<b>Semester 2</b>	<b>NQF level: 7, Credits: 24</b>
<b>TITLE: PHYSICAL STRESSORS I</b>		
<b>Module outcomes:</b> After completion of the module, the student should demonstrate the following: <ul style="list-style-type: none"> <li>• 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;</li> <li>• a keen understanding of the scientific basis of the units in which the exposures is measured;</li> <li>• 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;</li> <li>• the ability to critically analyse complicated exposure problems in the workplace in order to prescribe the correct protection measures; and</li> <li>• the ability to accurately and coherently communicate his/her findings verbally and in writing.</li> </ul>		
<b>Assessment methods:</b> 50:50		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BHIG411	<b>Semester 1</b>	<b>NQF level: 8, Credits: 16</b>
<b>TITLE: VENTILATION</b>		
<b>Module outcomes:</b> After completion of the module, the student should demonstrate the following: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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; and</li> <li>• ownership of your work, decisions made and resources used as well as accountability for the decisions and actions of your peers where appropriate.</li> </ul>		
<b>Assessment methods:</b> 50:50		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BHIG412	<b>Semester 1</b>	<b>NQF level: 8, Credits: 24</b>
<b>TITLE: CHEMICAL STRESSORS II</b>		
<b>Module outcomes:</b> After completion of the module, the student should demonstrate the following: <ul style="list-style-type: none"> <li>• 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;</li> </ul>		

<ul style="list-style-type: none"> <li>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;</li> <li>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; and</li> <li>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.</li> </ul>		
<b>Assessment methods:</b> 50:50		
<b>Method of delivery:</b> Full-time /		
<b>Module code:</b> BHIG413	<b>Semester 1</b>	<b>NQF level: 8, Credits: 24</b>
<b>TITLE: PHYSICAL STRESSORS II</b>		
<b>Module outcomes:</b> After completion of the module, the student should demonstrate the following: <ul style="list-style-type: none"> <li>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;</li> <li>the ability to develop, implement and evaluate an effective program for the monitoring and control of exposure to noise, vibration, heat and cold;</li> <li>the ability to critically analyse complicated exposure problems in the workplace in order to prescribe the correct protection measures; and</li> <li>the ability to accurately and coherently communicate his/her findings verbally and in writing.</li> </ul>		
<b>Assessment methods:</b> 50:50		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BHIG421	<b>Semester 2</b>	<b>NQF level: 8, Credits: 24</b>
<b>TITLE: CHEMICAL STRESSORS III</b>		
<b>Module outcomes:</b> After completion of the module, the student should demonstrate the following: <ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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; and</li> <li>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.</li> </ul>		
<b>Assessment methods:</b> 50:50		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BHIG422	<b>Semester 2</b>	<b>NQF level: 8, Credits: 16</b>
<b>TITLE: EMPLOYEE WELLNESS AND EPIDEMIOLOGY</b>		
<b>Module outcomes:</b> After completion of the module, the student should demonstrate the following: <ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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;</li> </ul>		

<ul style="list-style-type: none"> <li>• 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;</li> <li>• 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; and</li> <li>• ownership of your work, decisions made and resources used as well as accountability for the decisions and actions of your peers where appropriate.</li> </ul>		
<b>Assessment methods:</b> 50:50		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BHIG423	<b>Semester 2</b>	<b>NQF level: 8, Credits: 16</b>
<b>TITLE: MANAGEMENT, OCCUPATIONAL SAFETY AND ENVIRONMENTAL HEALTH</b>		
<b>Module outcomes:</b> After completion of the module, the student should demonstrate the following: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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; and</li> <li>• ownership of your work, decisions made and resources used as well as accountability for the decisions and actions of your peers where appropriate.</li> </ul>		
<b>Assessment methods</b>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BHIG471	<b>Semester 1&amp;2</b>	<b>NQF level: 8, Credits: 32</b>
<b>TITLE: RESEARCH PROJECT</b>		
<b>Module outcomes:</b> After completion of the module, the student should demonstrate the following: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• the ability to select, evaluate and apply the appropriate Occupational Hygiene research methods, techniques and statistical analysis during his/her project;</li> <li>• the ability to critically judge and address ethical issues encountered during his/her project in a suitable manner; and</li> <li>• 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.</li> </ul>		
<b>Assessment methods:</b> No examination (Project work)		
<b>Method of delivery:</b> Full-time		

## HSC.15.7 SCHOOL OF PSYCHOSOCIAL HEALTH: SUBJECT GROUP PSYCHOLOGY

<b>Module code: PSYC111</b>	<b>Semester 1</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: INTRODUCTION TO PSYCHOLOGY</b>		
<p><b>Module outcomes:</b></p> <p>Demonstrate:</p> <p>integrated knowledge and understanding of</p> <ul style="list-style-type: none"> <li>• basic human functioning, including biological aspects, cognitive, emotional and motivational functioning, human and personality development, abnormal behaviour, stress and coping and optimum human functioning.</li> </ul> <p>Demonstrate integrated knowledge of</p> <ul style="list-style-type: none"> <li>• the history and evolution of different psychological perspectives and theories on human functioning, as relevant part of psychology as a science and a profession.</li> </ul> <p>Integrated knowledge and understanding of</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• demonstrate an awareness of and sensitivity for basic human functioning and real life problems in yourself and others in a multicultural context</li> <li>• 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).</li> </ul> <p>Demonstrate integrated knowledge and understanding of</p> <ul style="list-style-type: none"> <li>• various scenarios within problematic situations according to the different theoretical frameworks and different levels of human functioning</li> <li>• integrated knowledge</li> <li>• of the evaluation of own performance, as well as the performance of others against specific criteria</li> <li>• demonstrate efficient interpersonal and communication skills regarding different levels of human functioning</li> </ul> <p><b>Assessment criteria:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• explain and describe basic steps in psychological research.</li> <li>• describe and apply ethical guidelines in a case study.</li> <li>• analyse, conceptualize and discuss a case study on human functioning within multi-cultural context according to one or more of the theoretical frameworks</li> <li>• describe the basic steps of psychological research.</li> <li>• describe the ethical guidelines when applying psychological principles to people and psychological problems, as provided by the Professional Board for Psychology</li> <li>• 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.</li> <li>• discuss and apply principles as described in different theoretical frameworks, relevant to the levels of human functioning and adequate to specific scenarios</li> <li>• critically discuss and mark case studies in small groups</li> <li>• submit group assignments</li> </ul> <p><b>Assessment methods – Formal formative:</b></p> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Class activities and tests</li> </ul> <p><b>Assessment methods – Summative:</b></p> <ul style="list-style-type: none"> <li>• Formal examination</li> </ul> <p><b>Assessment plan:</b></p> <ul style="list-style-type: none"> <li>• 50% Formative assessment</li> <li>• and 50% Summative assessment (1:1)</li> </ul>		
<b>Method of delivery: Full-time</b>		
<b>Module code: PSYC121</b>	<b>Semester 2</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: SOCIAL AND COMMUNITY PSYCHOLOGY</b>		
<p><b>Module outcomes:</b></p> <p>After completion of the module, the student should be able to:</p>		

- 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; and
- 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; and
- 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:

- 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; and
- the ability to use scientific writing and apply the most recent edition of APA style.

**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

<b>Module code: PSYC211</b>	<b>Semester 1</b>	<b>NQF level: 6, Credits: 16</b>
<b>TITLE: DEVELOPMENTAL PSYCHOLOGY</b>		
<b>Module outcomes:</b> <ul style="list-style-type: none"> <li>• 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;</li> <li>• demonstrate a thorough understanding of concepts, theories and key terminologies used in Developmental Psychology in order to communicate information reliably, coherently and ethically correct;</li> <li>• demonstrate the ability to critically evaluate, analyse and integrate information on human development in order to solve simulated problems and case studies;</li> <li>• 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;</li> <li>• 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;</li> <li>• can explain, discuss and describe factors which represent enabling contexts for the nurturing and promotion of growth and development in human beings;</li> <li>• explain, discuss and describe the impacts of detrimental contexts such as poverty, malnutrition, over-population and inadequate social and physical stimulation on human development; and</li> <li>• give informed feedback concerning the lecturing-learning process as well as the suitability of study materials used</li> </ul>		
<b>Assessment criteria:</b> <ul style="list-style-type: none"> <li>• In class tests and class assignment the student should prove this knowledge base;</li> <li>• The student should prove the knowledge of theories and key concepts in tests and assignments;</li> <li>• The student should be able to solve simulated problems and case studies;</li> <li>• In all assignments the student has to show that he/she is aware of ethical behaviour towards people;</li> <li>• Student can show in assignments that they consulted different sources of information and could integrate the knowledge;</li> <li>• Students can prove in their assignments that they can describe the contexts in which human development take place;</li> <li>• Students can show the impact of detrimental contexts on human beings in assignments; and</li> <li>• Students should be able to indicate their acquired knowledge in assignments, class discussions, tests and examinations.</li> </ul> <b>Assessment methods – Formal formative:</b> <ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Class activities and tests</li> <li>• Group- and individual work</li> </ul> <b>Assessment methods – Summative:</b> <ul style="list-style-type: none"> <li>• Formal examination</li> </ul> <b>Assessment plan:</b> <ul style="list-style-type: none"> <li>• 50% Formative assessment</li> <li>• and 50% Summative assessment (1:1)</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: PSYC212</b>	<b>Semester 1</b>	<b>NQF level: 6, Credits: 16</b>
<b>TITLE: PERSONALITY PSYCHOLOGY</b>		
<b>Module outcomes:</b> <ul style="list-style-type: none"> <li>• Knowledge of the main meta-theoretical world and life views relevant to human functioning and schools of thought on personality;</li> <li>• Knowledge of the content and application possibilities of personality theories and personality psychology;</li> <li>• Knowledge of the different meta-theoretical world and life views relevant to human functioning and schools of thought on personality;</li> <li>• Analytical skills by evaluating case studies;</li> <li>• 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;</li> <li>• communicate ethical and professional knowledge by means of verbal or written communication and through integration of the basis of scientific methods and ethical principles;</li> </ul>		

- 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; and
- demonstrate efficient interpersonal and communication skills with regards to personality psychology.

**Assessment criteria:**

- Explain and compare the historical, social and philosophical contexts as well as the fundamental assumptions, ideas and terminologies relevant to selected personality theories;
- Explain and compare the structure, dynamics and development of personality using different theoretical frameworks;
- Use different theoretical frameworks of personality theories to explain and compare optimal development and psychopathology, as well as using the acquired knowledge to analyse their own personality development to indicate how they can optimize their own being;
- Answer questions about the 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 valuate their own performance; and
- 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**

**Module outcomes:**

Demonstrate a solid knowledge base of:

- a) the hedonic and eudemonic perspective on individual well-being, and
- b) a sound understanding of the important concepts, rules, principles and theories related to psychological health in order to apply it to the identification and facilitation of personal and others' functioning within a multicultural context

To demonstrate the ability to:

- apply the principles of positive psychology in the form of written assignments;
- to solve well-defined but unfamiliar problems related to psychological and psycho-social health, using appropriate procedures and sound evidence drawn from a critical analysis of different theories within Positive Psychology/Psychofortology;
- Apply knowledge and insight in Positive Psychology/Psychofortology in a moral-ethical and culture sensitive way on both individual and social levels with sensitivity to inter alia collectivist and individualist value systems;
- obtain more information on the field of positive psychology with the purpose of writing assignments;
- write well-integrated written assignments;

- demonstrate in class discussions the ability to understand the way in which the positive psychology can impact on culture and systems in the world; and
- to study responsibly and independently.

**Assessment criteria:**

- To communicate the obtained knowledge in class discussions and written assignments;
- To hand in well-written assignments;
- To communicate the information reliably and coherently, both orally and in writing, giving proof of effective and critical reasoning;
- To prove ethical awareness and sensitivity in class discussions and written assignments;
- To use technology to obtain new information;
- To hand in a good assignment;
- Show in written assignments the understanding of the impact of positive psychology on culture and systems; and
- Prove obtained knowledge in assignments\, tests and examinations

**Assessment methods – Formal formative:**

- Written assignments
- Class activities and tests
- Group- and individual work

**Assessment methods – Summative:**

- Formal examination

**Assessment plan:**

- 50% Formative assessment
- and 50% Summative assessment (1:1)

**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:

- 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; and
- ability to describe the difference between neurocognitive disorders and psychopathological disorders.

**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:** PSYC311

**Semester** 1

**NQF level:** 7, **Credits:** 16

**TITLE:** PSYCHOPATHOLOGY

**Module outcomes:**

- demonstrate knowledge of the basic concepts terminologies, theories, processes and techniques of psychopathology and how to apply it within professional practice and problem solving contexts;
- demonstrate and apply knowledge of abnormal behaviour within individuals and the community;
- demonstrate knowledge of abnormal 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; and
- To take responsibility for own work and knowledge acquirement.

**Assessment criteria:**

- Apply the appropriate terminologies, theories, processes and techniques to case studies that are based on professional practice situations.
- Describe how abnormal behaviour presents within individuals and the community.
- Explain how abnormal behaviour is viewed from a psychoanalytic, behavioural and humanistic perspective.
- Describe how biological, psycho-social, and multidimensional risk factors can be managed based on case studies.
- Identify and describe psychological disorders from case studies.
- demonstrate efficient interpersonal and communication skills with regards to psycho-pathology as assessed during class interactions.
- Demonstrate ethically correct value systems relating to psychopathology in the answering of relevant questions during exam.
- Demonstrate acquired knowledge in assignments, tests and examination papers

**Assessment methods – Formal formative:**

- Written assignments
- Class activities and tests
- Group- and individual work

**Assessment methods – Summative:**

- Formal examination

**Assessment plan:**

- 50% Formative assessment
- and 50% Summative assessment (1:1)

**Method of delivery:** Full-time

**Module code:** PSYC312

**Semester** 1

**NQF level:** 7, **Credits:** 16

**TITLE: RESEARCH AND PSYCHOMETRY**

**Module outcomes:**

- Explain integrated knowledge of the nature and process of psychological evaluation and have an understanding of key terms, facts, principles and theories regarding psychological evaluation.
- Have an understanding of the basic characteristics of a psychological test and are able to communicate these characteristics in a well-formed manner.
- Demonstrate detailed knowledge of the development of test norms in psychological assessment.
- Demonstrate an understanding of knowledge regarding the control of assessment measures.
- Demonstrate an understanding of a range of research methods, which will include, quantitative and qualitative research.
- Have the ability to identify, analyse, and critically reflect on the qualitative and quantitative research process and are able to apply these methods to resolve problems in practice.
- Present skills to act professionally and adhere to ethical values when applying research methods
- Demonstrate the ability to develop an appropriate process of information gathering from both virtual and other credible sources independently.
- Demonstrate the ability to facilitate a collaborative process when gathering information and are able to critically reflect on own process.
- Demonstrate the ability to critically identify and evaluate research related problems and have the ability to formulate an appropriate solution and theory driven arguments.
- Demonstrate an ability to critically analyses and evaluate research studies supported by the ethics and professional ethical behaviour of a researcher.
- Able to develop and communicate ideas and opinions in well-formed arguments using appropriate research theories and examples.
- Are able to independently formulate informed opinions of research methods and communicate ideas underpinned by well-formed arguments.
- Demonstration of ability to identify, understand and apply APA conventions in a self-directed manner.

**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:** PSYC321**Semester** 2**NQF level:** 7, **Credits:** 16**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; and
- 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; and
- 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:** PSYC323

**Semester** 2

**NQF level:** 7, **Credits:** 16

**TITLE: COMMUNITY AND INDIGENOUS PSYCHOLOGY**

**Module outcomes:**

**After completion the student will demonstrate:**

- integrated knowledge and critical understanding of the origins, development, nature, characteristics and challenges of indigenous psychology and community psychology in the South African context;
- critical understanding of scientific methods of enquiry, research methodology relevant to indigenous psychology and community psychology;
- ability to apply indigenous philosophical underpinnings (e.g. Ubuntu) as well as community psychology theories to diverse challenges in the South African context;
- the capacity to collaboratively discover other knowledges in the local South African communities and create coherent understanding through the retrieval, organisation, synthesis and dissemination of information;
- ability to position own knowledge and understanding within the context of broader societal trends and developments to engage with communities' use of indigenous knowledge systems for example to understand mental health; and
- appreciation for the limitations of own knowledge, and intellectual curiosity to explore new ideas and approaches that question established ways of understanding indigenous knowledge within South African communities.

**Assessment criteria:**

**The student will prove to attain the outcomes when he/she can:**

- describe the origins, development, nature and characteristics of community psychology and indigenous psychology with special reference to South Africa;
- critically reflect on the challenges of indigenous psychology and community psychology in the South African context;
- identify the scientific methods of enquiry and research methodology / paradigms that are relevant to indigenous psychology and community psychology and illustrate how it can be used effectively within diverse South African contexts;
- apply indigenous philosophical underpinnings (e.g. Ubuntu) as well as community psychology theories to diverse challenges in the South African context like poverty, gangsterism, violence, crime, substance abuse, HIV, etc.;
- collect information from local communities in order to organise, synthesise and disseminate different indigenous knowledges related to societal challenges and mental health;
- interact and collaborate effectively with others, and work as part of a team, through an awareness and appreciation of social, cultural and linguistic diversity within local communities in South Africa;
- illustrate own knowledge and understanding within the context of broader societal trends and developments, for example communities' use of indigenous knowledge systems to understand mental health;-and
- critically reflect on the limitations of own knowledge in order to stimulate intellectual curiosity to explore new ideas and approaches that question established ways of understanding indigenous knowledge within South African communities.

**Assessment methods – Continuous assessment**

Various assessments are included: individual tests and quizzes, application, reflection, etc.

Individual work (total weighting of 70%)

Group work (total weighting of 30%)

Module mark = 100%

To pass the module, students need to obtain a minimum of 50% or more.

More detail on the assessments will be provided on the eFundi module site.

**Method of delivery:** Full-time

**Module code:** PSYH611

**Semester 1**

**NQF-Level: 8, Credits: 16**

**TITLE: PSYCHOLOGICAL EVALUATION**

**Module outcomes:**

Upon completion of this module students will be able to demonstrate:

- Applied knowledge and engagement in psychological evaluation and a critical understanding and application of processes relevant to psychological evaluation that aim at achieving a holistic view of the person;
- The ability to evaluate the use of tests based on their psychometric characteristics/properties, and to evaluate and interpret the results of individuals in different tests or different test batteries;
- The ability to develop a psychological test, individually and in a group context, for the use of a complex, realistic problem;
- The ability to communicate to an audience about the following: tests results, cross cultural translation and adaptation of tests, the management of tests and ethical standards, administrative procedures involved in assessment.
- Critical thinking and understanding of ethical considerations in psychological evaluation (intellectual and scholastic capabilities, aptitudes and interests, personality and interpersonal functioning) within different cultural and social environments;
- The ability to apply advanced knowledge of the central methods of psychological evaluation to well-defined, but unknown case studies, by using the most applicable procedures and techniques of psychological evaluation;
- The ability to critically analyse qualitative and quantitative outcomes of psychological evaluations and synthesize a conclusion into a well-structured report and referral letter to an applicable professional;
- The self-regulated skills to independently obtain, critically analyse and synthesize information from appropriate research articles and other credible sources, to present such findings, as well as reflect on the impact of the study material; and
- The ability to use their own learning strategies, independent working style and partake in professional discourses.

**Assessment criteria**

Upon successful completion of the modules students will be able to:

- Communicate verbally in a group context, or in writing, their own critical, evaluating viewpoint with regard to the role of the factors that stimulated and influenced psychological assessment;
- Evaluate, verbally and in writing, the ethical accountability of the different steps followed during the psychological evaluation;
- Report on the tests results, as indicated by case studies;
- Verbally and non-verbally explain the use of the appropriate technical equipment used to indicate the basic and technical requirements of tests and test development;
- Analyse and evaluate new/unknown tests to individuals' results in a test/test battery, and persons' achievement in certain tests and procedures during selection procedures;
- Demonstrate a comprehensive understanding of the relative value and ethical application of various modes of psychological evaluation;
- Demonstrate the skills to do observations, interviews and psychological measures and write reports to parents and teachers;
- Indicate domains of psychological measurements in various socio-cultural contexts;
- Demonstrate a critical understanding of the aim, rationale, reliability and validity of selected psychological measures by analysing and interpreting provided protocols;
- Demonstrate the ability to synthesize qualitative and quantitative outcomes of various evaluation methods into coherent well-formulated reports;
- Apply knowledge of the assumptions, values and principles of psychological evaluation in the formulation of an evaluation plan for children, adolescents and/or adults as provided in case studies;
- Independently obtain, and critically analyse and synthesize information from appropriate research articles and use appropriate academic or professional discourse to present findings in the field of psychological evaluation; and
- Integrate information from several sources and apply it during class discussions, assignments and tests.

<b>Assessment methods:</b> <ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Class activities</li> <li>• Group- and individual work</li> <li>• Formal examination</li> </ul>		
<b>Mode of delivery:</b> Contact teaching – only Full-time		
<b>Module code: PSYH613</b>	<b>Semester 1</b>	<b>NQF-Level: 8, Credits: 16</b>
<b>TITLE: APPLIED POSITIVE PSYCHOLOGY</b>		
<b>Module outcomes:</b> Upon completion of this module students will demonstrate: <ul style="list-style-type: none"> <li>• An engagement in the knowledge and informed understanding of Positive Psychology/ Psychofortology as a movement within the field of Psychology, including the paradigms, theories, concepts and ethical facets related to psychological health in order to apply it in the facilitation of personal and multicultural contextual well-being;</li> <li>• The ability to apply relevant theories/research in different cultural contexts with sensitivity to bio-psycho-social relationships regarding problems and to facilitate psycho-social thriving from a positive psychological perspective;</li> <li>• The ability to solve complex and ill-defined real-world problems related to psychological and psycho-social health, using appropriate procedures and sound evidence drawn from a critical analysis of different theories within Positive Psychology;</li> <li>• The ability to apply a variety of specifically selected evidence-based strategies in a moral-ethical and culture-sensitive way in order to advance positive psychological flourishing in individuals, groups and communities while recognizing important bio-psycho-social associations and, with sensitivity to, among others, collectivist and individualist value systems;</li> <li>• An ability to identify and address ethical issues based on critical reflection of psychopathology versus Psychofortology;</li> <li>• The ability of self-regulated skills to independently obtain, critically analyse and synthesize information from appropriate research articles and other credible sources regarding Psychofortology, to present such findings as well as reflect on the impact of the study material; and</li> <li>• The ability to use their own learning strategies, independent working style and partake in professional discourses.</li> </ul>		
<b>Assessment criteria</b> Upon completion of this module students should be able to: <ul style="list-style-type: none"> <li>• Describe and compare the traditional pathogenic paradigm to a salutogenic perspective of human functioning, and develop a balanced perspective on mental health and a sound understanding of its implications for public health care;</li> <li>• Select specific theories from within the psychofortogenic paradigm and apply them effectively to facilitate the bio-psycho-social well-being of individuals and communities within their cultural context;</li> <li>• Analyse complex case studies to identify the appropriate theoretical and cultural aspects central to the situation and advise on possible facilitation towards optimal psychological functioning;</li> <li>• Execute a project and assignment aimed at the design and application of a programme to facilitate the psychological well-being of an individual/community facing complex and ill-defined real-world situations;</li> <li>• Indicate ethical sensitivity in the project/assignment;</li> <li>• Present an applicable theory in a group in class about psychofortology; and</li> <li>• Independently obtain, and critically analyse and synthesize information from appropriate research articles and use appropriate academic or professional discourse to present findings in the field of positive psychology.</li> </ul>		
<b>Assessment methods:</b> <ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Class activities</li> <li>• Group- and individual work</li> <li>• Formal examination</li> </ul>		
<b>Mode of delivery:</b> Contact teaching – only Full-time		
<b>Module code: PSYH614</b>	<b>Semester 1</b>	<b>NQF-Level: 8, Credits: 16</b>
<b>TITLE: ADULT PSYCHOPATHOLOGY</b>		
<b>Module outcomes:</b> Upon completion of this module students will demonstrate:		

- ability to distinguish the different forms of psychopathology related to adulthood and old age from a Western as well as an African perspective;
- appropriate evaluation methods, including the DSM 5 classification system to identify risk factors and possible diagnoses related to adulthood and old age;
- integrated synthesis of possible aetiologies and treatment plans related to psychopathology in adulthood and old age;
- ethically correct behaviour and relevant referral of clients in reflecting on case studies;
- critical analysis and appraisal of research articles and other credible sources regarding psychopathology related to adulthood and old age; and
- the ability to use a range of advanced skills to communicate professional ideas effectively and to offer insights to aspects appropriate to psychopathology related to adulthood and old age

#### **Assessment criteria**

Upon completion of this module students should be able to:

- distinguish the different forms of psychopathology related to adulthood and old age from a Western as well as an African perspective;
- apply appropriate evaluation methods, including the DSM 5 classification system to identify risk factors and possible diagnoses related to adulthood and old age;
- integrate and synthesise possible aetiologies and treatment plans related to psychopathology in adulthood and old age in case studies;
- reflect on ethically correct behaviour and relevant referral of clients in case studies;
- critically analyse and appraise research articles and other credible sources regarding psychopathology related to adulthood and old age; and
- demonstrate a range of advanced skills to communicate professional ideas effectively and to offer insights to aspects appropriate to psychopathology related to adulthood and old age.

#### **Assessment methods:**

- Written assignments
- Class activities
- Group- and individual work
- Formal examination

**Mode of delivery:** Contact teaching – only Full-time

**Module code:** PSYH615

**Semester 1**

**NQF-Level: 8, Credits: 16**

**TITLE: COMMUNITY PSYCHOLOGY: THEORY**

#### **Module outcomes:**

Upon completion of this module, students will be able to:

- Demonstrate an understanding that communities, which are construed as geographically located areas, as well as social or interest groups having similar values, beliefs, practices and cultures, are embedded in various diverse contexts;
- Demonstrate a well-rounded knowledge of the theories underlying community psychology as well as the core values underpinning community psychology and the ethical considerations applicable to research in communities;
- Plan, implement and evaluate appropriate interventions that facilitate community competence by using appreciative inquiry and ethno-drama, indicating a sensitivity for the contextual embeddedness of relational communities;
- Master skills for the illustration that learning on community level is a reflective and transformative activity;
- Determine the ethical conduct when entering and doing research in a community;
- Critically review information gathering and evaluate and manage information gathering processes in communities;
- Demonstrate self-regulated skills to independently obtain, critically analyse and synthesize information from appropriate research articles or other credible sources regarding communities, to present such findings and to reflect on the impact of the study material;
- Use their own learning strategies, independent working style and partake in professional discourses.

#### **Assessment criteria**

Upon completion of this module student should be able to:

- Plan appropriate community psychology interventions based on: a) sound ethical principles for access to communities, b) knowledge of the different theoretical models, c) clear consideration of the level of engagement, the community and the broader contextual issues in which the community functions;

<ul style="list-style-type: none"> <li>• Apply knowledge of the values of community psychology and the relevant aspects of learning in the formulation of feasible goals to attain the general and specific outcomes of the community psychology interventions;</li> <li>• Apply appropriate research methods to evaluate interventions in terms of its potential for facilitating community mental health and well-being as indicated by expert peer reviewers and the community;</li> <li>• Implement community interventions which adhere to ethical guidelines and will facilitate open dialogue and transformation on different levels;</li> <li>• Identify and evaluate the application of ethical conduct when a community was entered and research done according to a given case study;</li> <li>• Make a presentation of an applicable theory in a group in class about community processes; and</li> <li>• Independently obtain, and critically analyse and synthesize information from appropriate research articles and use appropriate academic or professional discourse to present findings in the field of community psychology.</li> </ul>		
<b>Assessment methods:</b> <ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Class activities</li> <li>• Group- and individual work</li> <li>• Formal examination</li> </ul>		
<b>Mode of delivery:</b> Contact teaching – only Full-time		
<b>Module code:</b> PSYH621	<b>Semester</b> 1	<b>NQF-Level:</b> 8, <b>Credits:</b> 16
<b>TITLE: INTERVENTION TECHNIQUES</b>		
<b>Module outcomes:</b> After completion of this module students should be able to demonstrate: <ul style="list-style-type: none"> <li>• An advanced knowledge and understanding of the theoretical and practical application of relevant brief-term intervention skills such as the Hybrid Model of crisis intervention in a socio-cultural context;</li> <li>• The ability to critically engage with intervention theories and effectively select and apply essential procedures, operations and techniques to a variety of specific situations;</li> <li>• The ability to use self-regulated skills in order to apply the Hybrid model and assessment methods in different situations and on persons through critical analysis and application of information.</li> <li>• Knowledge of the Hybrid model and triage assessment system;</li> <li>• A clear value system and code of ethical conduct in all forms of communication and interaction;</li> <li>• The ability of self-regulated skills to independently obtain, critically analyse and synthesize information from appropriate research articles and other credible sources regarding interventions techniques, as well as reflect on the impact of the study material; and</li> <li>• The ability to use their own learning strategies, independent working style and partake in professional discourses.</li> </ul>		
<b>Assessment criteria</b> Upon completion of this module students should be able to: <ul style="list-style-type: none"> <li>• Define various applicable terminology within the field of crisis interventions as well as domains, models, states, theories and concepts within an individual and multicultural setting;</li> <li>• Compare and implement different theories, operations, interventions, techniques, assessments and therapy relevant to the type of crisis at different settings;</li> <li>• Demonstrate the ability to differentiate between the various types of crises, trauma and stress situations and manifestations of symptomatology in order to render the most applicable service to the victims across the span of life domains, types of relationships and life settings as well as focusing on the carer/helper self;</li> <li>• Apply their knowledge of the Hybrid Model and the triage assessment system to any chosen case study;</li> <li>• Apply ethical aspects as it will be evaluated in their projects;</li> <li>• Present an applicable intervention programme for a given case study in a group in class; and</li> <li>• Independently obtain, and critically analyse and synthesize information from appropriate research articles, practical applications and use appropriate academic or professional discourse to present findings within intervention strategies.</li> </ul>		
<b>Assessment methods:</b> <ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Class activities</li> <li>• Group- and individual work</li> <li>• Formal examination</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Mode of delivery:</b> Contact teaching – only Full-time</li> </ul>		

<b>Module code: PSYH622</b>	<b>Semester 2</b>	<b>NQF-Level: 8, Credits: 16</b>
<b>TITLE: THEORETICAL PERSPECTIVES ON RENDERING HELP</b>		
<b>Module outcomes:</b> Upon completion of this module students will be able to demonstrate: <ul style="list-style-type: none"> <li>• Comprehensive knowledge of and insight into various models and processes of psychological helping/counselling;</li> <li>• The application of knowledge about various therapeutic theories and techniques to unfamiliar case studies, develop suitable interventions on the basis of theory-driven arguments and communicate them in reports according to the prescribed conventions of the subject;</li> <li>• Information gathering and processing skills for finalising assignments;</li> <li>• The ability to communicate to an audience the simulations of the different therapeutic techniques that can be used;</li> <li>• Ethical behaviour in helping others;</li> <li>• The ability of self-regulated skills to independently obtain, critically analyse and synthesize information from appropriate research articles and other credible sources regarding the application of various therapeutic theories and techniques; and</li> <li>• The ability to use their own learning strategies, independent working style and partake in professional discourses.</li> </ul>		
<b>Assessment criteria</b> Upon completion of this module students should be able to: <ul style="list-style-type: none"> <li>• Effectively describe, discuss, evaluate and apply the concepts, terminologies, theories, processes and techniques of the various approaches in a professional context;</li> <li>• Critically analyse case studies or examples to develop and justify suitable interventions based on theoretical evidence and communicate these in a report according to the prescribed conventions of the subject;</li> <li>• Undertake information searches and process the information in order to apply it in written assignments and apply a number of selected therapeutic techniques in a simulated therapeutic situation;</li> <li>• Demonstrate knowledge obtained from the theories and ethical code applied to simulations in class and case studies;</li> <li>• Apply ethics according to the ethical code in simulations;</li> <li>• Present an applicable intervention programme of a case study in a group in class; and</li> <li>• Independently obtain and critically analyse and synthesize information from appropriate research articles, practical applications and use appropriate academic or professional discourse to present various therapeutic theories and techniques, embedded in ethical codes with clients.</li> </ul>		
<b>Assessment methods:</b> <ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Class activities</li> <li>• Group- and individual work</li> <li>• Formal examination</li> </ul>		
<b>Mode of delivery:</b> Contact teaching – only Full-time		
<b>Module code: PSYH623</b>	<b>Semester 2</b>	<b>NQF-Level: 8, Credits: 16</b>
<b>TITLE: CHILD AND ADOLESCENT PSYCHOLOGY</b>		
<b>Module outcomes:</b> Upon completion of this module students should be able to demonstrate: <ul style="list-style-type: none"> <li>• Applied knowledge and thorough understanding of concepts, theories and key terminologies used in Developmental Psychology in order to communicate information reliably, coherently and ethically, in both oral and written assessment tasks and have an integrated knowledge base of the physical, cognitive and psychosocial development of human beings in every stage of the life cycle and apply it in assessment tasks and class presentations;</li> <li>• The ability to explain, discuss and describe child development in the information age;</li> <li>• Applied knowledge and engagement in order to understand, describe and explain the effect of modern technologies, such as cell phones and internet on the child and adolescent's development on physical, cognitive, social and emotional levels;</li> <li>• The ability to apply integrated knowledge of parental pathology and a critical understanding and application of the effect thereof on child and adolescent development;</li> <li>• Applied knowledge, understanding and engagement in critical thinking towards all ethical considerations in dealing with children and adolescents in general and from culturally diverse families;</li> </ul>		

- The ability to apply an integrated knowledge of the role of biology / neuropsychology in developmental psychology; and
- The ability to critically evaluate, analyse and synthesize information on families in adverse situations to be able to solve simulated problems individually or in groups.

#### **Assessment criteria**

Upon completion of this module students should be able to:

- Demonstrate integrated knowledge of the theories and key terminologies used in Developmental Psychology;
- Explain the different parental pathology and the effect thereof on child- and adolescent development by critically discussing the two models;
- Investigate the effect of modern technologies on child- and adolescent development on physical, cognitive, social and emotional levels;
- Execute a project and assignment aimed at the design and application of a programme to explain the challenges children and adolescents face in the 20th century;
- Critically discuss the ethical considerations involved when dealing with children and adolescents from culturally diverse families;
- Explain, discuss and apply integrated knowledge of the role of biology / neuropsychology in developmental psychology; and
- Describe the political, social, religious and economic challenges culturally diverse, gay/lesbian, step and non-marriage families experience if compared from different social contexts.

#### **Assessment methods:**

- Written assignments
- Class activities
- Group- and individual work
- Formal examination

**Mode of delivery:** Contact teaching – only Full-time

**Module code:** PSYH624

**Semester** 1

**NQF-Level:** 8, **Credits:** 16

#### **TITLE: CHILD AND ADOLESCENT PSYCHOPATHOLOGY**

#### **Module outcomes:**

Upon completion of this module students will demonstrate:

- ability to distinguish the different forms of psychopathology related to childhood and adolescence from a Western as well as an African perspective;
- appropriate evaluation methods, including the DSM 5 classification system to identify risk factors and possible diagnoses related to childhood and adolescence;
- integrated synthesis of possible aetiologies and treatment plans related to psychopathology childhood and adolescence;
- ethically correct behaviour and relevant referral of clients in reflecting on case studies;
- critical analysis and appraisal of research articles and other credible sources regarding psychopathology related to childhood and adolescence; and
- the ability to use a range of advanced skills to communicate professional ideas effectively and to offer insights to aspects appropriate to psychopathology related to childhood and adolescence.

#### **Assessment criteria**

Upon completion of this module students should be able to:

- distinguish the different forms of psychopathology related to childhood and adolescence from a Western as well as an African perspective;
- apply appropriate evaluation methods, including the DSM 5 classification system to identify risk factors and possible diagnoses related to childhood and adolescence;
- integrate and synthesise possible aetiologies and treatment plans related to psychopathology in childhood and adolescence in case studies;
- reflect on ethically correct behaviour and relevant referral of clients in case studies;
- critically analyse and appraise research articles and other credible sources regarding psychopathology related to childhood and adolescence; and
- demonstrate a range of advanced skills to communicate professional ideas effectively and to offer insights to aspects appropriate to psychopathology related to childhood and adolescence.

#### **Assessment methods:**

- Written assignments
- Class activities
- Group- and individual work

<ul style="list-style-type: none"> <li>Formal examination</li> </ul>		
<b>Mode of delivery:</b> Contact teaching – only Full-time		
<b>Module code: PSYH674</b>	<b>Semester 1 and 2</b>	<b>NQF-Level: 8, Credits: 40</b>
<b>TITLE: RESEARCH REPORT: THEORY AND PRACTICE</b>		
<p>Upon completion of this module students should be able to:</p> <ul style="list-style-type: none"> <li>integrated and coherent knowledge, understanding and application of research concepts, theoretical underpinnings informing qualitative and quantitative research methods and qualitative and quantitative research methodologies relevant to psychology;</li> <li>advanced ability to locate, use and apply reliable resources such as literature, data and websites with a view to conceive and design a research study in a psychology related topic;</li> <li>advanced independent study and research skills such as critical thinking, logical reasoning and ethical sensitivity with a view to conceive and design a research study in a psychology related topic; and</li> <li>supervised research skill by selecting and implementing appropriate qualitative and quantitative research methodologies and data analysis techniques (including basic statistical analyses) to effectively execute a planned research proposal and report.</li> </ul>		
<p><b>Assessment criteria</b></p> <p>Upon completion of the module students should be able to:</p> <ul style="list-style-type: none"> <li>employ integrated and coherent knowledge, understanding and application of research concepts, theoretical underpinnings informing qualitative and quantitative research methods and qualitative and quantitative research methodologies relevant to psychology;</li> <li>appraise reliable resources such as literature, data and websites with a view to conceive and design a research study in a psychology related topic;</li> <li>develop and improve independent study and research skills such as critical thinking, logical reasoning and ethical sensitivity with a view to conceive and design a research study in a psychology related topic; and</li> <li>create and produce a supervised research proposal and report by selecting and implementing methodologies related to research and the research process in psychology regarding qualitative and quantitative techniques of data gathering and analysis (including basic statistical analysis).</li> </ul>		
<p><b>Assessment methods:</b></p> <ul style="list-style-type: none"> <li>Written assignments</li> <li>Class activities</li> <li>Group- and individual work</li> <li>Formal examination</li> </ul>		
<ul style="list-style-type: none"> <li><b>Mode of delivery:</b> Contact teaching – only Full-time</li> </ul>		

#### HSC.15.8 SCHOOL OF PSYCHOSOCIAL HEALTH: SUBJECT GROUP SOCIAL WORK

<b>Module code: BSWG111</b>	<b>Semester 1</b>	<b>NQF level 5, Credits: 12</b>
<b>TITLE: INTRODUCTION TO SOCIAL WORK AS PROFESSION</b>		
<p><b>Module outcomes:</b></p> <p>On completion of the module, the student should be able to:</p> <ul style="list-style-type: none"> <li>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;</li> <li>demonstrate an ability to apply the social work methods and procedures in the working relationship with clients;</li> <li>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;</li> <li>demonstrate an ability to apply and take into account the ethical code of conduct as contained in the South African code of ethics;</li> <li>demonstrate an ability to evaluate different sources of information and communicate information reliably and coherently; and</li> <li>demonstrate an ability to evaluate their learning performance and demonstrate an ability to identify their learning needs.</li> </ul>		
<p><b>Assessment criteria:</b></p> <p>Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> <li>understand and implement the fundamental principles of social work as a profession in terms of how social work is incorporated within the welfare system;</li> </ul>		

- 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; and
- 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:

- 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:

- 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; and
- 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; and
- 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;

<ul style="list-style-type: none"> <li>• analyse and explain the legal provisions for the protection of children;</li> <li>• reflect on and analyse the ethical basis of reasoning and decision-making when working with children;</li> <li>• give an overview on how social-work services could satisfy the needs of children; and</li> <li>• interpret the content and implications of childcare legislation in a reliable and coherent manner.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BSWG223	<b>Semester 2</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: BASIC PRINCIPLES OF SOCIAL WORK MANAGEMENT</b>		
<b>Module outcomes:</b> On completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• 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;</li> <li>• demonstrate the ability to select and apply appropriate management strategies within social-work practice; and</li> <li>• demonstrate the ability to act appropriately by applying management roles/functions in familiar and new contexts and reflect on their own leadership style.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• classify the different management processes and theories;</li> <li>• provide a comparative analysis of the management theories that are relevant to social work;</li> <li>• motivate which management strategies are applicable to the South African social-work context;</li> <li>• describe how appropriate management strategies would be applied the South African social-work context;</li> <li>• argue how the management roles and functions apply to social-work practice; and</li> <li>• critically analyse and reflect on their own leadership style.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BSWG226	<b>Semester 2</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: DEVELOPMENTAL WELFARE POLICY A</b>		
<b>Module outcomes:</b> After completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• demonstrate an ability to relate and interpret policy and legislation with reference to practical settings in which social workers operate/ function;</li> <li>• 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;</li> <li>• demonstrate knowledge on and understanding of ethical aspects and the obligation of social workers with regard to their ethical duties;</li> <li>• demonstrate an ability to evaluate existing social-welfare issues and analyse them on the basis of the current welfare system in South Africa; and</li> <li>• understand how the relevant government structures operate.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• 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;</li> <li>• distinguish between core concepts that are pertinent to the interpretation of policy, legislation and social welfare policy;</li> <li>• apply and analyse the relationship between social-work and social-welfare processes and its application in practice;</li> <li>• discuss the role and function of different government structures and the application of the phases of influencing social-welfare policy;</li> <li>• 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;</li> <li>• apply policy- and ethics-related knowledge in practice;</li> <li>• describe the ethical responsibilities with regard to policy practice that a social worker has within an organisational and professional context;</li> </ul>		

<ul style="list-style-type: none"> <li>• analyse pressing social-welfare issues and assess those in line with the existing welfare policies and make recommendations; and</li> <li>• describe the nature and roles of the different levels of government and the interrelationship between different government structures.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BSWG311	<b>Semester 1</b>	<b>NQF level: 7, Credits: 8</b>
<b>TITLE: THEORIES AND APPROACHES IN SOCIAL WORK</b>		
<b>Module outcomes:</b> After completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• explain how the knowledge base of social work has been compiled;</li> <li>• demonstrate a solid understanding of the knowledge base of the different approaches and models in social work;</li> <li>• distinguish between the different kinds of theories, models, approaches and frameworks; and</li> <li>• describe the theoretical foundations and nature of particular approaches and models.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• differentiate and integrate a range of psychosocial theories and approaches in social-work practice;</li> <li>• apply detailed knowledge of these theories and approaches in case studies in the field of social work;</li> <li>• critically reflect on and assess complex psychosocial problems with the help of appropriate theories;</li> <li>• apply evidence-based solutions and theory-driven arguments;</li> <li>• design appropriate intervention strategies to introduce change in client systems;</li> <li>• judge decisions and act ethically and professionally;</li> <li>• justify those decisions and actions drawing on appropriate social-work ethical values and the code of conduct;</li> <li>• critically assess, evaluate and reflect on their observation of the implementation of theories and approaches in case examples;</li> <li>• compile and present a report on the integrated application of theories and approaches in social-work service-delivery contexts; and</li> <li>• distinguish the appropriate role and use of practice approaches for different social-work service-delivery contexts and types of client-system problems.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BSWG412	<b>Semester 1</b>	<b>NQF level: 8, Credits: 16</b>
<b>TITLE: SOCIAL WORK IN HOST SETTINGS</b>		
<b>Module outcomes:</b> On completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> 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; and
- 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:

- 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; and
- 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:

- 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;

<ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• produce and communicate knowledge, ideas and solutions to problems regarding the aged, people affected by HIV and AIDS and disabilities; and</li> <li>• create responsibility for work, decision-making and the use of resources, and take full accountability for the decisions and actions of others where appropriate.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BSWG416	<b>Semester</b> 1	<b>NQF level:</b> 8, <b>Credits:</b> 8
<b>TITLE: SOCIAL WORK INTERVENTIONS WITH REGARD TO SUBSTANCE ABUSE AND DEPENDENCY</b>		
<b>Module outcomes:</b> On completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• understand substance abuse problems globally, in the context of Africa and finally in the South African situation;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• critically examine substance abuse as a social problem globally, regionally and locally;</li> <li>• argue how each setting does impact on the other setting in terms of illegal drug trafficking, consumption pattern and substance abuse and dependency;</li> <li>• 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;</li> <li>• 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;</li> <li>• evaluate and apply appropriate standard procedures, policies, legislation and resources in the field of substance abuse;</li> <li>• critically evaluate the bio-psychosocial theory in order to understand the situation and the strength-based intervention approach as an intervention mode;</li> <li>• 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;</li> <li>• 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; and</li> <li>• evaluate the psychosocial risk factors of substance dependency within the developmental stages of the individual and compile an age and gender-specific intervention programme.</li> </ul>		
<b>Method of delivery:</b> Full-time		

<b>Module code: BSWG418</b>	<b>Semester 1</b>	<b>NQF level: 8, Credits: 8</b>
<b>TITLE: PRACTICE MANAGEMENT IN SOCIAL WORK</b>		
<b>Module outcomes:</b> On completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• interpret and implement the knowledge of and engagement relating to practice and case management;</li> <li>• select, apply and transfer appropriate standard procedures in developing and managing human resources within the social-work context;</li> <li>• analyse and address the finances of a programme or project;</li> <li>• identify and address issues based on the ethical code prescribed by the SACSSP; and</li> <li>• demonstrate the ability to apply in a self-critical manner the key functions of supervision in social work.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• interpret the theories and legislation and apply them to case management;</li> <li>• analyse the organisational context;</li> <li>• compare different perspectives in social-work management and suggest the most relevant perspective to the South African welfare sector;</li> <li>• value diversity issues and relevant legislation in the management of a welfare organisation;</li> <li>• motivate the rationale for management-information systems in a welfare organisation;</li> <li>• specify the kind of information decision-makers in an organisation will need to plan, implement, monitor and improve programmes;</li> <li>• develop a quality-assurance programme for a welfare organisation;</li> <li>• argue the rationale for staff training;</li> <li>• assess training and development needs of social-work staff;</li> <li>• design, implement and evaluate a training programme;</li> <li>• discuss performance appraisal and the appropriate appraisal mechanisms;</li> <li>• debate volunteer involvement;</li> <li>• develop and implement a personal strategy to prevent professional burnout;</li> <li>• implement the stages of the financial-management process;</li> <li>• draw up a budget;</li> <li>• compile, discuss and evaluate business plans;</li> <li>• interpret the nature of case management;</li> <li>• describe and apply the roles of the case manager;</li> <li>• describe the principle of confidentiality to clients;</li> <li>• demonstrate the duty to warn in the organisation;</li> <li>• apply professional guidelines for code of conduct and applicable ethical codes as prescribed by the South African Council for Social Service Professions in practice;</li> <li>• describe social-work supervision; and</li> <li>• utilise and implement the supervision process.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: BSWG419</b>	<b>Semester 1</b>	<b>NQF level: 8, Credits: 8</b>
<b>TITLE: SOCIAL WORK AND THE LAW</b>		
<b>Module outcomes:</b> On completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• compare the various roles social workers can play in the South African courts; analyse the knowledge and skills required within each role;</li> <li>• enhance interpersonal skills that are required for the provision of services within a multi-disciplinary group;</li> <li>• generate and write specialised social-work court reports; and</li> <li>• differentiate between South African courts, their various procedures and applicable legislation.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• identify and compare the various roles and requirements that are set for probation officers, child protection social workers, forensic social workers, intermediaries;</li> <li>• demonstrate the necessary interpersonal skills such as critical thinking, objectivity and communication skills in order to interact in the legal field;</li> <li>• 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;</li> </ul>		

<ul style="list-style-type: none"> <li>• 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;</li> <li>• 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; and</li> <li>• appraise integrity, reliability and accountability, decision-making skills as core qualities when working in the courts.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BSWI111	<b>Semester 1</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: LIFE SKILLS: THEORY AND PRACTICE</b>		
<b>Module outcomes:</b> On completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the asset-based approach, the theory which guides life skills education in social work;</li> <li>• demonstrate an understanding of life skills education as a primary, secondary and tertiary measure for the improvement of personal effectiveness and interactive skills;</li> <li>• attend a life-skills programme presented by senior students, and provide proof of attendance;</li> <li>• communicate information reliably, accurately and coherently, while partaking in this life skills programme; and</li> <li>• work effectively as a member of a team and respect others, during the group presentation.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• distinguish between the needs-based and asset-based approaches;</li> <li>• explain the three levels of assets and capacities;</li> <li>• explain the constructs pertaining to the asset-based approach, and identify applicable constructs for life skills facilitation;</li> <li>• list and explain the relevant concepts communicated during the life skills lesson;</li> <li>• attend sessions of a life skills group work programme presented by third year students, provide proof of attendance, and complete assignments after each session;</li> <li>• give feedback on the life skills programme as a group in a form of a class presentation;</li> <li>• work effectively with others, as a member of a team; and</li> <li>• organise and manage themselves and their activities responsibly and effectively.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BSWI121	<b>Semester 2</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: PROFESSIONAL BEHAVIOUR: THEORY AND PRACTICE</b>		
<b>Module outcomes:</b> On completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate their knowledge on and understanding of the essential facilitative qualities and characteristics of the social worker;</li> <li>• demonstrate the ability to apply the basic interpersonal skills in communication with the client;</li> <li>• evaluate own strengths and weaknesses as a student social worker according to gathered information;</li> <li>• demonstrate the ability to take responsibility for own learning as a student social worker; and</li> <li>• demonstrate the ability to work effectively with group members in researching communication techniques with clients.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• submit a portfolio of practical exercises that applies communication skills with clients;</li> <li>• by means of a scenario and role-play, communicate basic interpersonal skills when working with clients;</li> <li>• evaluate personal professional readiness with respect to the requirements of a social worker;</li> <li>• portray evaluation in a report;</li> <li>• identify the needs regarding the application of the communication techniques;</li> <li>• assess personal strengths and weaknesses at the end of the module and write a report;</li> <li>• demonstrate the basic interpersonal skills in communication with the client; and</li> <li>• provide group members with prepared themes.</li> </ul>		

<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BSWI122	<b>Semester 2</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: THE DEVELOPMENTAL APPROACH TO SOCIAL WORK AND WELFARE</b>		
<b>Module outcomes:</b> On completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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; and</li> <li>• 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.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• define and explain the concepts social welfare and social development;</li> <li>• describe the nature of social development and developmental social work;</li> <li>• explain where social development fits into the context of social welfare;</li> <li>• identify the values and principles in social work practice and developmental social work;</li> <li>• evaluate the value of the developmental approach as opposed to the other two macro approaches to welfare;</li> <li>• formulate a finding on the issue and defend their findings in a class debate;</li> <li>• outline the nature and content of the service delivery model;</li> <li>• undertake a field trip and write a report on information gathered;</li> <li>• complete a report on simulations for social services; and</li> <li>• complete voluntary services to a social work and complete a written report on the outcome of the services.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BSWI211	<b>Semester 1</b>	<b>NQF level: 6, Credits: 12</b>
<b>TITLE: CASEWORK: THEORY AND PRACTICE A</b>		
<b>Module outcomes:</b> On completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate detailed knowledge of casework as a method in social work;</li> <li>• demonstrate understanding of individual and family intervention processes;</li> <li>• demonstrate the ability to select appropriate interview methods and techniques and apply these in an actual casework/interview process;</li> <li>• 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;</li> <li>• demonstrate the ability to apply the values, ethical principles and legal obligations of a social caseworker in simulated and actual practice situations; and</li> <li>• evaluate different sources of information and identify appropriate information to include in casework reports.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• classify the different methods of social work;</li> <li>• explain the nature and application of casework as a social-work method;</li> <li>• utilise the phases of casework within the context of individual and family intervention processes;</li> <li>• select appropriate interviewing methods and techniques for simulated and actual interviews;</li> <li>• effectively implement appropriate interviewing methods and techniques in simulated and actual interviews;</li> <li>• critically analyse professional behaviour in social-work practice according to the ethical guidelines of the South African Council for Social Service Professions;</li> <li>• recognise ethical dilemmas and make decisions on the basis of the ethical scenario by applying the code of ethics;</li> <li>• analyse the ethics, principles and values that are applicable to a given practice simulation or relevant in an actual interview;</li> <li>• implement appropriate ethics, principles and values in practice simulations and actual interviews; and</li> <li>• evaluate different sources of information, interpret data and utilise the results to write professional casework reports.</li> </ul>		
<b>Method of delivery:</b> Full-time		

<b>Module code: BSWI212</b>	<b>Semester 1</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: COMMUNITY WORK: THEORY AND PRACTICE A</b>		
<b>Module outcomes:</b> On completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• 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;</li> <li>• explain the process that is followed in the implementation of community work in general and in the community education model in particular;</li> <li>• demonstrate the ability to analyse a practice scenario;</li> <li>• demonstrate the ability to design a practice simulation based community work project in which especially the community education model is utilised; and</li> <li>• demonstrate the ability to convert ideas and plans into writing, and to utilise specific community work related skills.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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”;</li> <li>• distinguish between the purpose, goals and objectives of community work;</li> <li>• 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;</li> <li>• analyse the ethical principles of social work in general and community work in particular;</li> <li>• 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;</li> <li>• cooperate in teams consisting of fellow students;</li> <li>• create a community education centred project that would effectively and efficiently address the impediment(s) that were identified in the scenario;</li> <li>• compile a practice model related project planning report that complies with the set requirements;</li> <li>• explain how community education related techniques, tools/ aids and processes will be utilised during the implementation of the plan; and</li> <li>• effectively communicate the plan by means of a public presentation.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code: BSWI221</b>	<b>Semester 2</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: SOCIAL GROUP WORK: THEORY AND PRACTICE A</b>		
<b>Module outcomes:</b> After completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• understand group work as a holistic system and as a method in social work;</li> <li>• differentiate between different types of social-work groups;</li> <li>• understand and practise the social group-work process as well as the role of a social worker in each of the stages; and</li> <li>• write social group-work reports.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• interpret social group-work dynamics and social work as a holistic system;</li> <li>• identify values and principles in social group work, and also demonstrate how these values and principles are applied in practice;</li> <li>• identify the different tasks of the social worker in the planning of a social group-work project;</li> </ul>		

<ul style="list-style-type: none"> <li>• show insight into and knowledge of the horizontal and vertical social group-work process; and</li> <li>• prepare and present information systematically when writing a social group-work proposal as well as a process report.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BSWI222	<b>Semester 2</b>	<b>NQF level: 6, Credits: 8</b>
<b>TITLE: CHILDCARE LEGISLATION AND ASSOCIATED SOCIAL WORK SERVICES</b>		
<b>Module outcomes:</b> After completion of the module, the student will: <ul style="list-style-type: none"> <li>• 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;</li> <li>• evaluate and report on the functioning of a welfare organisation focused on child-centred service delivery; and</li> <li>• demonstrate understanding of ethical implications during interventions with children in need of care and protection.</li> </ul>		
<b>Assessment criteria:</b> 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: <ul style="list-style-type: none"> <li>• 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;</li> <li>• discuss and apply the interventions needed where children are in need of care and protection;</li> <li>• evaluate the functioning of a welfare organisation focused on child-centred service delivery in writing;</li> <li>• identify the needs of children who are institutionalised;</li> <li>• explain the nature, activities and modus operandi of the institution;</li> <li>• correctly complete relevant forms relating to statutory interventions;</li> <li>• reflect on and analyse the ethical basis and reasoning upon which decisions based made when working with children in need of care and protection; and</li> <li>• practice skills associated with statutory interventions, including statutory report writing, and present associated skills, knowledge and problem-solving abilities in a practice situation.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BSWI311	<b>Semester 1</b>	<b>NQF level: 7, Credits: 8</b>
<b>TITLE: SOCIAL WORK WITH CHILDREN</b>		
<b>Module outcomes:</b> After completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate integrated knowledge on and understanding of establishing the therapeutic relationship with a child;</li> <li>• understanding of the different play-material in facilitation of the intervention process in service delivery to a child;</li> <li>• demonstrate the ability to apply the procedures needed in intervention with children;</li> <li>• demonstrate the ability to apply problem-solving skills in social work with children and evaluate the outcome thereof;</li> <li>• 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;</li> <li>• demonstrate the ability to process applicable information; their ability to evaluate personal attributes according to professional requirements when working with children; and</li> <li>• Evaluate and address the learning needs regarding working with children and manage the process of providing therapy to children.</li> </ul>		
<b>Assessment criteria;</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• distinguish between the different goals in therapy with children;</li> <li>• distinguish between the elements of the therapeutic relationship needed in child therapy and value the role of each element;</li> <li>• categorise the different stages of the therapeutic process;</li> <li>• analyse the different play techniques in therapy with children;</li> <li>• illustrate procedures in service delivery to children and apply these to a case study;</li> <li>• substantiate the attributes of a therapist for children in the problem-solving process;</li> <li>• identify and apply appropriate intervention techniques in the problem-solving process;</li> <li>• specify the suitable play material during the different problem-solving phases in service delivery to children and apply this to a case study;</li> </ul>		

- 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; and
- identify learning needs and understanding of learning material with respect to therapy with children.

**Assessment criteria:**

Students have mastered the outcomes if they are able to:

- distinguish between the different goals in therapy with children;
- distinguish between the elements of the therapeutic relationship needed in child therapy and value the role of each element;
- categorise the different stages of the therapeutic process;
- analyse the different play techniques in therapy with children;
- illustrate procedures in service delivery to children and apply these to a case study;
- substantiate the attributes of a therapist for children in the problem-solving process;
- identify and apply appropriate intervention techniques in the problem-solving process;
- specify the suitable play material during the different problem-solving phases in service delivery to children and apply this to a case study;
- evaluate the effectiveness of different types of play material according to age groups in the problem-solving process;
- specify and incorporate the ethical considerations when planning interventions for children by means of a portfolio;
- evaluate the implications of not adhering to the specified ethical considerations in professional practice with children;
- compose a presentation to the class according to applicable information regarding play material and present it to the class;
- evaluate personal attributes according to what is expected from a child therapist; and
- 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**

**Module outcomes:**

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

- demonstrate integrated knowledge of the current role and function of the social-work profession, and the policies as well as strategies for poverty alleviation within the South African welfare- and social-work services delivery context;
- demonstrate an understanding of methods of enquiry and an ability to apply these methods in an investigation;
- demonstrate an ability to identify, analyse, critically reflect on and address poverty-related problems and the material need of people and apply evidence-based solutions and theory-driven arguments;
- demonstrate an ability to take decisions and act ethically, accountably and professionally, and the ability to justify those decisions and actions drawing on a human-rights and social-justice perspective;
- demonstrate the ability to access, process and manage information in respect of poverty and material-need, and related policy, legislation, programmes and services;
- demonstrate an ability to produce and communicate their ideas and opinions in well-formed arguments, using appropriate academic, professional, or occupational discourse; and
- 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.

**Assessment criteria:**

Students have mastered the outcomes if they are able to:

- approximate policies and strategies for poverty alleviation and social-work services provision from a developmental, human-rights and social-justice perspective;
- justify the critical need for a social-service workforce and social-welfare services in addressing poverty and the material needs of people in South Africa;

<ul style="list-style-type: none"> <li>• assess social security within the South African context as an appropriate means of poverty alleviation;</li> <li>• 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;</li> <li>• 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;</li> <li>• investigate the problem-solving strategies with respect to people in poverty and with material needs within a social-work service-delivery context;</li> <li>• identify and recommend evidence-based solutions to poverty and the material need of people from a social-work service-delivery perspective; and</li> <li>• apply appropriate processes of information gathering for social-welfare policy, legislation and programmes regarding the alleviation of poverty and material needs of people.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BSWI313	<b>Semester 1</b>	<b>NQF level: 7, Credits: 8</b>
<b>TITLE: SOCIAL GROUP WORK: THEORY AND PRACTICE B</b>		
<b>Module outcomes:</b> On completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• integrate an understanding of social group work as one of the methods in social work;</li> <li>• argue and evaluate models, theories and approaches in social group work;</li> <li>• identify, facilitate and reflect on appropriate social group-work intervention strategies for various types of social-work groups;</li> <li>• act ethically and professionally within the norms and values of the social group-work process;</li> <li>• evaluate and manage the information with different behaviour among group members; and</li> <li>• scientifically evaluate whether the group-work project was successful.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• discuss and demonstrate understanding of social group work as one of the methods in social work;</li> <li>• exhibit understanding with regard to each of the models and theories in social group work;</li> <li>• discuss the value of each of these theories for social group work;</li> <li>• apply the theories for social group work in a three-session-simulation life-skills group with university students;</li> <li>• report diversity issues in social group work;</li> <li>• 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;</li> <li>• manage specific roles that group leaders play;</li> <li>• reflect on the needs and problems that group leaders have to handle within the group-work process;</li> <li>• analyse the norms in the group-work process;</li> <li>• apply the vertical approach to handling different ways of behaviour during your life-skills group simulation;</li> <li>• establish specific ways of behaviour as well as specific needs and problems that occur among group members during your life-skills group simulation sessions;</li> <li>• correctly analyse the behaviour of group members during the three-session-simulation life-skills group;</li> <li>• motivate the necessity for evaluation and measurement during group-work intervention; and</li> <li>• compile their own evaluation frameworks to be used with their life-skills group simulation.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BSWI321	<b>Semester 2</b>	<b>NQF level: 7, Credits: 12</b>
<b>TITLE: CASEWORK: THEORY AND PRACTICE B</b>		
<b>Module outcomes:</b> On completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate an integrated knowledge on and understanding of the models, techniques and approaches in social casework;</li> <li>• demonstrate an integrated knowledge on and understanding of the eco-systemic assessment of the client and his environment;</li> <li>• demonstrate the ability to identify and utilise eco-systemic assessments to analyse the complex problems that clients experience;</li> <li>• demonstrate the ability to apply casework knowledge, insight and skills in practice;</li> <li>• demonstrate the ability to develop appropriate processes of information gathering from social-casework reports;</li> <li>• demonstrate the ability to recognise and overcome diversity-related matters in social work; and</li> <li>• demonstrate the ability to communicate effectively regarding case work.</li> </ul>		

<b>Assessment criteria:</b> Student have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• classify, explain and assess the different models, techniques and approaches that can be used in casework;</li> <li>• compile an eco-systematic/multi-dimensional assessment of the client and his environment;</li> <li>• apply the appropriate models, relevant techniques and applicable approaches in an intervention process;</li> <li>• address complex problems by applying the trans-theoretical model of change;</li> <li>• critically evaluate the sources of information when analysing the various components of a casework report;</li> <li>• identify and evaluate diversity-related matters; and</li> <li>• devise practical ways in which one can overcome diversity-related matters in social work.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BSWI322	<b>Semester</b> 2	<b>NQF level:</b> 7, <b>Credits:</b> 12
<b>TITLE: COMMUNITY WORK: THEORY AND PRACTICE B</b>		
<b>Module outcomes:</b> On completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• 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;</li> <li>• demonstrate the ability to research and analyse a community and report on the findings; and critically analyse practice scenarios;</li> <li>• demonstrate the ability to convert ideas and plans into writing; and utilise specific community work related skills; and</li> <li>• demonstrate the ability to design a practice simulation based community work service delivery programme in which a combination of practice models are utilised.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• 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;</li> <li>• describe how the social planning, community development, social marketing and social action practice models of community work can be applied in practice;</li> <li>• analyse complicated community situations as represented in a scenario, and conceptualise the changes that will be required in the particular community;</li> <li>• successfully undertake a community analysis, critically analyse the results and report on the findings in the form of a community analysis report;</li> <li>• 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;</li> <li>• design a community work programme that would effectively and efficiently address the impediments that they identified in a scenario; and</li> <li>• prescribe how community work techniques, tools/aids and processes should be utilised during the implementation of the newly designed programme.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BSWI411	<b>Semester</b> 1	<b>NQF level:</b> 8, <b>Credits:</b> 12
<b>TITLE: SOCIAL WORK WITH FAMILIES</b>		
<b>Module outcomes:</b> On completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• integrate knowledge of the concept “family” and engage with an understanding of and evaluate the different theories;</li> <li>• demonstrate an ability to identify and address family-related ethical issues based on professional values and ethical standards;</li> <li>• demonstrate an ability to critically analyse the White Paper on Families and evaluate its implications;</li> <li>• demonstrate an ability to critically analyse and assess the outcomes in family therapy and support their interpretations with appropriate evidence;</li> <li>• 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; and</li> </ul>		

<ul style="list-style-type: none"> <li>• demonstrate the skills that would be required to operate effectively as a mediator within the specific system and to compile a parenting plan.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• explain the concept “family” and evaluate the theories and processes that play a role in the formation and functioning of these systems;</li> <li>• apply professional values and ethical standards in services to families;</li> <li>• explain the content, as well as implications that the White Paper on Families has for families in general and social work in particular;</li> <li>• assess and apply appropriate evidence-based interventions when working with families;</li> <li>• apply social policies and legislation in a responsible and appropriate way when working with families; and</li> <li>• successfully fulfil the role of mediator and be able to compile parenting plans.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BSWI471	<b>Semester 1 &amp; 2</b>	<b>NQF level: 8, Credits: 24</b>
<b>TITLE: SOCIAL WORK RESEARCH: THEORY AND PRACTICE</b>		
<b>Module outcomes:</b> On completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• understand the context and ethical aspects of social-work research;</li> <li>• comprehend the research process, including the pilot study, sampling, the research design, models and procedures;</li> <li>• distinguish between the different types of research reports;</li> <li>• carry out the method of work of the social-work researcher;</li> <li>• design and implement a research proposal;</li> <li>• apply, analyse and interpret various forms of data;</li> <li>• evaluate and apply applicable literature in context with empirical data and integrate them;</li> <li>• conceptualise and generate a research report;</li> <li>• 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; and</li> <li>• understand the nature of study guidance and the utilisation of study guidance.</li> </ul>		
<b>Assessment criteria:</b> Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• 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;</li> <li>• demonstrate understanding of knowledge by selecting and applying an appropriate method, approach, design and technique to a given research problem;</li> <li>• assess a research problem in a practice context;</li> <li>• reflect upon the research problem;</li> <li>• adjust theories, methods, procedures, processes or techniques to the requirements of the new, unfamiliar problem situation;</li> <li>• apply cognitive skill to match existing theories, procedures, processes and techniques with requirements of the research problem;</li> <li>• address research problems by means of a written research proposal that adheres to the criteria for an effective proposal;</li> <li>• write the ethical requirements of a research project into a research proposal;</li> <li>• compile a literature study on a chosen research problem that adheres to the outcome criteria;</li> <li>• demonstrate understanding of elementary quantitative data-analysis techniques by means of SPSS software;</li> <li>• demonstrate command of elementary qualitative data-analysis techniques by means of manual methods;</li> <li>• apply acquired analytical skills to analyse actual data collected in a research project;</li> <li>• interpret derived findings and display results graphically in a research report;</li> <li>• prepare a research report that clearly demonstrates research results; and</li> <li>• disseminate a research report to participants and organisations.</li> </ul>		
<b>Method of delivery:</b> Full-time		
<b>Module code:</b> BSWP321	<b>Semester 2</b>	<b>NQF level: 7, Credits: 16</b>
<b>TITLE: SOCIAL WORK PRACTICUM A</b>		
<b>Module outcomes:</b>		

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

- demonstrate an integrated knowledge on and understanding of the nature of developmental social work and its use in service delivery to selected vulnerable groups;
- demonstrate an understanding of the complexities involved in the selection and application/implementation of appropriate procedures, processes/techniques, policies and resources when addressing unfamiliar problems experienced in social-work practice; and
- demonstrate the ability to identify and use a range of specialised skills in social-work intervention to analyse and address complex or abstract problems, drawing systematically on the body of knowledge in the field of social work, and apply appropriate methods within the placement organisation as well as the community context within which it functions.

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

- demonstrate applied knowledge with regard to group work theories, methods and techniques;
- demonstrate an understanding of the complexities involved in the selection, application or transferring of group-work procedures, processes or techniques in social-work practice;
- demonstrate the ability to use a range of specialised group-work skills to analyse and address complex problems;
- demonstrate the ability to apply professional ethical judgement in social-work practice;
- demonstrate an ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and demonstrate solutions to problems and issues appropriate to social-work context;
- demonstrate an ability to operate effectively within the practical training organisation as well as the community context within which it functions and develop an understanding of the roles and relationships between the elements within the system;
- demonstrate the use of resources for group-work intervention; and
- 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 Social work practicum A (16 credits) module when they can:

Students have mastered the vacation placement's outcomes if they are able to:

- explain the nature and implications of developmental social work;
- successfully complete a profile study of the organisation where they spent a work-based vacation placement;
- explain the placement organisation's implementation of developmental social-work policies in its use of social-work theories, methods (especially case, group and community work) and techniques, as well as utilisation of resources; and
- 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; and
- 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:

- 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; and
- 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:

- 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; and
- 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

## HSC.15.9 SCHOOL OF NURSING

Module code: ANAV112	Semester 1	NQF level: 5, Credits: 12
<b>TITLE: HUMAN ANATOMY I</b>		
<p><b>Module outcomes:</b> After the successful completion of the module, students should demonstrate:</p> <ul style="list-style-type: none"> <li>• knowledge and an informed understanding of key terms, concepts, facts, principles and rules relevant to structural anatomy (cells, tissues, skin; the musculoskeletal endocrine and lymphatic system) and biophysics related to the systems of the human body;</li> <li>• the ability to distinguish between normal anatomy and deviations from normal anatomy and the biophysical functioning of the human body, the implications of well-being and possible solutions/interventions to support the healing process within the practice of healthcare delivery;</li> <li>• knowledge to be able to act in accordance with acceptable ethical, legal and professional criteria related to human anatomy; and</li> <li>• independence as individuals and interdependent members of a group (study group or part of a health team); appropriate contributions, including technological media and relevant scientific evidence, co-responsibility to achieve the set goals of and accountability for the outcome of tasks.</li> </ul>		
<p><b>Assessment criteria</b> The outcomes have been mastered when students can:</p> <ul style="list-style-type: none"> <li>• identify/describe/explain key terms, concepts, facts and principles related to structural anatomy and biophysics by means of appropriate scientific terminology in reference to the purpose, structure, function and topographical location in the human body.</li> <li>• identify/describe/explain anatomical changes in relation to different stages in the lifespan of humans in relation to the disease process and different options for restoring normal functioning and/or equilibrium.</li> <li>• complete tasks/activities by using appropriate technological media, communication (oral and written) and interpersonal skills supported by scientific evidence as individuals or as members of a group regarding problems related to the application of anatomical and biophysical knowledge in a clinical practice.</li> <li>• relate knowledge of basic human anatomy and related biophysics to related learning fields and can apply their knowledge in a clinical practice to promote comfort and well-being within their scope of practice.</li> <li>• utilise available learning opportunities, apply self-assessment and seek help, guidance and support to achieve set outcomes.</li> </ul> <p><b>Assessment methods: Formal Formative</b> Class tests 3-4 Practical assignments weekly</p> <p><b>Assessment methods: Summative</b> Examination papers 2 x 3 hour Assessment plan: Class tests each @ 20% x 4 =80% Weekly practical assignments – 20% Participation mark =100 Examination mark= 100 Participation- 50%, Examination 50%</p>		
<b>Method of delivery:</b> Full-time		
Module code: ANAV122	Semester 2	NQF level: 5, Credits: 12
<b>TITLE: HUMAN ANATOMY II</b>		
<p><b>Module outcomes:</b> After the successful completion of the module, students should demonstrate:</p> <ul style="list-style-type: none"> <li>• knowledge and an informed understanding of key terms, concepts, facts, principles and rules relevant to the anatomy of the cardiovascular, respiratory, digestive, urinary and reproductive systems;</li> <li>• an ability to distinguish between normal anatomy and deviations, the implications of well-being and possible solutions/interventions to support the healing process within the practice of healthcare delivery;</li> </ul>		

- independence and should be able to act as interdependent members of a group (study group or part of a health team), appropriate contributions (including technologies, media and relevant scientific evidence), co-responsibility to achieve the set goals of and accountability for the outcome of tasks; and
- independence with regard to their own learning process, relevant learning strategies to improve learning, effectiveness concerning the management of resources to achieve set outcomes.

#### **Assessment criteria**

The outcomes have been mastered when students can:

- identify/describe/explain key terms, concepts, facts and principles related to structural anatomy and biophysics by means of appropriate scientific terminology in reference to the purpose, structure, function and topographical location in the human body;
- identify/describe/explain anatomical changes in relation to different stages in the lifespan of humans in relation to the disease process and different options for restoring normal functioning and/or equilibrium;
- complete tasks/activities by using appropriate technological media, communication (oral and written) and interpersonal skills supported by scientific evidence as individuals or as members of a group regarding problems related to the application of anatomical and biophysical knowledge in a clinical practice;
- relate knowledge of basic human anatomy and related biophysics to related learning fields and can apply their knowledge in a clinical practice to promote comfort and well-being within their scope of practice; and
- utilise available learning opportunities, apply self-assessment and seek help, guidance and support to achieve set outcomes.

#### **Assessment methods: Formal Formative**

Class tests 3-4

Practical assignments weekly

#### **Assessment methods: Summative**

Examination papers 2 x 3 hour

Assessment plan: Class tests each @ 20% x 4 =80% Weekly practical assignments – 20% Participation mark =100

Examination mark= 100

Participation- 50%, Examination 50%

#### **Method of delivery:** Full-time

**Module code:** HCME411

**Semester** 1

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

#### **TITLE: HEALTHCARE MANAGEMENT: PROFESSIONAL PRACTICE**

#### **Module outcomes:**

After the successful completion of the module, students should demonstrate:

- applied knowledge of and engagement in the ethics and professional practice of nursing as a discipline, a critical understanding of statutory control and the regulation of the profession, professional associations, trade unions, labour relations, and relevant philosophical and theoretical approaches in ethical decision-making;
- the ability to critically interrogate and evaluate multiple sources of knowledge within the field of professional practice and **ethics** in nursing and the manner in which the knowledge was produced
- the ability to select, apply and analyse several appropriate methods, standard procedures, interventions and techniques incorporated in the scientific process of nursing to solve clinical problems in general nursing and midwifery practice by demonstrating professional autonomy and accountability accurately;
- the ability to apply coherent written and verbal communication regarding the assessment, progress and promotion of health education and to support patients and families in order to ensure safe and quality maternal and neonatal care;
- the ability to reflect on values, ethical conduct and justifiable decision-making appropriate to the practice of management-related issues in nursing practice;
- the ability to critically judge the professional conduct of themselves and others within different cultural and social environments and the ethical-legal framework;
- ethical and professional behaviour and an active involvement as members of a multi-disciplinary health team involved with trans-disciplinary child and adolescent healthcare, understanding their own role, functions and responsibilities as nurse practitioners and in the health system as a whole with due consideration of health services, relevant policies, health legislation, the Batho Pele principles and fundamental rights of children and adolescents.

#### **Assessment criteria**

The outcomes have been mastered when students can:

- critically discuss the statutory role of SANC regarding nursing as a profession, including its legislative and regulatory function; the implications of membership of professional associations and trade unions in labour-related issues and its impact on healthcare delivery;

- critically reflect on their own and different philosophical and theoretical approaches in the making of ethical decisions, including advocacy for the promotion/protection of the basic human rights of all stakeholders;
- critically reflect on values, ethical conduct and justifiable decision-making appropriate to the practice of nursing-related issues in a nursing practice;
- practice within the parameters of the professional code of conduct, scope of practice and ethical-legal framework;
- assume a critical stance towards their own professional conduct and that of others, identifying unethical/illegitimate/unsafe practices and taking appropriate action.

#### **Assessment methods: Formal Formative**

- Class tests
- Written assignments
- Self-assessment
- Peer group assessment

8 credit module: 3-4 assessments

5<sup>th</sup> assessment optional to improve the poorest mark of a student

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

#### **Assessment methods: Summative**

- Written examinations

8 credit module:

2 hours: 70 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**Method of delivery:** Full-time

**Module code:** HCMP421

**Semester 2**

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

#### **TITLE: HEALTHCARE MANAGEMENT: UNIT MANAGEMENT PRACTICE**

#### **Module outcomes:**

After the successful completion of the module, students should demonstrate:

- applied knowledge of and engagement in leadership and unit management, an understanding and application of the scientific method of nursing, management approaches, legislation, regulations and policies applied to related fields in nursing and midwifery;
- the ability to select, evaluate and apply a range of different but appropriate leadership and management skills and scientific methods of inquiry to reflect on and address complex or abstract problems in a unit management practice;
- the ability to operate effectively as independent professional practitioners and as members of an interdependent healthcare team by accepting responsibility and accountability for their own actions and omissions;
- the ability to operate effectively within a team and manage a team in a nursing and midwifery context; demonstrate a logical and critical understanding of the roles of all the elements in the healthcare system in order to solve management dilemmas, monitoring the progress of the team and taking responsibility for the outcomes;
- the ability to apply essential methods, procedures and techniques used in unit management and the ability to motivate changes using relevant evidence;
- the ability to use their own knowledge to solve common problems within a clinical unit, and the ability to adjust the application of a common solution within relevant parameters to meet the needs of the unit with an understanding of the consequences of related actions;
- the ability to operate effectively as individuals and/or members of a multi-disciplinary health team, understanding the roles and functions of the members in order to enhance a quest for life-long learning and contribute to the care of healthcare users and the application of appropriate resources for promoting and maintaining the health of individuals, families and communities;
- the ability to reflect on values, ethical conduct and justifiable decision-making appropriate to the practice of management-related issues in a nursing and midwifery practice;
- the ability to accurately and coherently manage relevant and comprehensive information and sharing this information within ethical-legal parameters and the ability to apply and carry out actions by interpreting information from texts and operational symbols or representations.

#### **Assessment criteria**

The outcomes have been mastered when students can:

- operate within a sphere of competence as independent practitioners and under supervision until competence is achieved within the scope of practice and ethical-legal framework, accepting accountability for the outcome of actions;
- use leadership activities, interpersonal and communication skills to establish a team approach to healthcare for effective service delivery within a safe and supportive environment;
- participate actively as members of a multi-disciplinary team within their scope of practice in a quest to achieve health-related goals;
- provide written and practical proof of the relevant theories, legislation, regulations, national and institutional policies relevant to the effective leadership and management of a healthcare unit; practice is reviewed in terms of compliance to set standards;
- apply basic management principles of assessments, planning, organising, staffing, leadership and control in the management of a healthcare unit;
- take responsibility for cost-effectiveness and efficient financial management of resources to achieve quality service delivery;
- justify management-related decisions on the basis of professional conduct, institutional policies and the ethical-legal framework;
- organise, present and communicate information accurately and consistently within professional expectations.

**Assessment methods: Formal Formative**

- Assignments
- Presentations
- Group work
- Narratives on experiences

8 credit module: 3-4 assessments

5<sup>th</sup> assessment optional to improve the poorest mark of a student

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

**Assessment methods: Summative**

- Clinical workbook

8-12 credit module:

2 hours: 70 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**Method of delivery:** Full-time

**Module code:** HCMU421

**Semester** 2

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

**TITLE: HEALTHCARE MANAGEMENT: UNIT MANAGEMENT**

**Module outcomes:**

After the successful completion of the module, students should demonstrate:

- applied knowledge of and engagement in leadership and unit management, an understanding and application of the scientific method of nursing, management approaches, legislation, regulations and policies relevant to nursing and midwifery practice;
- the ability to select, evaluate and apply a range of different but appropriate leadership and management skills and scientific methods of inquiry to reflect on and address complex or abstract problems in unit management practice;
- the ability to reflect on values, ethical conduct and justifiable decision-making appropriate to the practice of management-related issues in nursing and midwifery practice;
- accurate, coherent, relevant and comprehensive information management and sharing within ethical-legal parameters and the ability to apply and carry out actions by interpreting information from texts and operational symbols or representations;
- accurate and coherent written and verbal communication of information reflected in tasks/assignments/reports with an understanding of and respect for intellectual property conventions, copyright, rules of plagiarism and the rights of healthcare users (confidentiality, anonymity) within the scope of practice and the ethical-legal framework and presenting results to different audiences;
- the ability to operate effectively as individuals and/or members of a multi-disciplinary health team, understanding the roles and functions of the members in order to enhance a quest for life-long learning and to contribute to the care of healthcare users and an application of appropriate resources for promoting and maintaining the health of individuals, families and communities.

**Assessment criteria**

The outcomes have been mastered when students can:

- provide written and practical proof of the relevant theories, legislation, regulations, national and institutional policies relevant to the effective leadership and management of a healthcare unit; practice is reviewed in terms of compliance to set standards;
- apply basic management principles of assessment, planning, organising, staffing, leadership and control in management of a healthcare unit;
- take responsibility for cost-effectiveness and efficient financial management of resources to achieve quality service delivery;
- justify management-related decisions on the basis of professional conduct, institutional policies and the ethical-legal framework;
- organise, present and communicate information accurately and consistently within professional expectations

**Assessment methods: Formal Formative**

- Tests
- Assignments
- Self-assessment and peer group assessment

8 credit module: 3-4 assessments

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

**Assessment methods: Summative**

- Examination

8 credit module:

2 hours: 70 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**Method of delivery:** Full-time

**Module code:** MIDA311

**Semester** 1

**NQF level:** 7, **Credits:** 16

**TITLE: MIDWIFERY: ANTENATAL CARE****Module outcomes:**

After the successful completion of the module, students should demonstrate:

- integrated knowledge and an understanding of concepts, guidelines and principles within the field of antenatal care, the ability to correctly assess and apply relevant guidelines and principles within the field of antenatal care and an understanding of how that knowledge relates to other fields within the nursing care discipline;
- an informed understanding of contested knowledge (e.g., midwifery versus obstetric nursing modules of care) within the ethical-legal framework of nursing and midwifery practice;
- the ability to identify, analyse and critically reflect on and address complex antenatal problems such as the prevention of the transmission of HIV from mothers to their babies by applying practical solution with theory-driven arguments;
- integrated knowledge and an understanding of appropriate anatomy, physiology and pharmacology to ensure quality midwifery care;
- the ability to identify, analyse and critically reflect on and address complex maternity problems and apply evidence-based solutions with theory-driven arguments within the parameters of an ethical-legal practice;
- accurate and coherent written and verbal communication regarding the assessment, progress and promotion of health education by supporting patients and families in order to ensure safe and quality antenatal care;
- the ability to cooperate actively as leaders within a group/multi professional team by contributing towards the goals of the group/team goal regarding antenatal care and by participating in self-assessments and peer-assessments while acting in accordance within the acceptable framework for ethical-professional and therapeutic relationships; and
- the ability to conduct independent research by gathering relevant and recent evidence in literature regarding identified antenatal care problems via case studies, appropriate Internet and other prescribed sources: analyse, interpret and synthesise these findings by implementing the scientific methods of nursing and providing recommendations for best practice.

**Assessment criteria**

The outcomes have been mastered when students can:

- integrate key terms, concepts and theories relevant to midwifery and pregnancy in antenatal care;

- integrate knowledge about relevant anatomy, physiology and pharmacology in the care of and health education for pregnant women;
- discuss ethical, legal and professional issues related to pregnancy and antenatal care;
- discuss the different schedules of antenatal visits;
- explain information needed to diagnose and plan care for pregnant women, both on a community level and in hospital;
- motivate decisions to manage or refer pregnant women where there is evidence of a potential risk to mothers and/or the foetus;
- reflect on ethology, signs and symptoms of clinical manifestations or complications during a pregnancy; and
- manage potential and actual emergencies of mothers and/or a foetus correctly in accordance with established emergency procedures and with a degree of urgency appropriate to specific circumstances.

#### **Assessment methods: Formal Formative**

Class tests

Written assignments

Self-assessment

Peer group assessment

12-16 credit module: 4-6 assessments

6<sup>th</sup> assessment optional to improve the poorest mark of a student

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

#### **Assessment methods: Summative**

Written examinations

12-16 credit module: 3 hours: 100 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**Method of delivery:** Full-time

**Module code:** MIDI321

**Semester** 2

**NQF level:** 7, **Credits:** 16

#### **TITLE: MIDWIFERY: INTRAPARTUM CARE**

#### **Module outcomes:**

After the successful completion of the module, students should demonstrate:

- integrated knowledge in the field of intrapartum care and a critical understanding of how attained knowledge can be useful to provide optimal care;
- the ability to identify, analyse and critically reflect on and clinically manage intrapartum complications, such as prolonged and obstructed labour, and to apply evidence-based solutions in order to solve complex problems;
- the ability to critically reflect on their own and other's ethical conduct within a multi-cultural environment in the context of intrapartum care;
- integrated knowledge and an understanding of appropriate anatomy, physiology and pharmacology and the ability to apply and evaluate appropriate skills to ensure quality intrapartum care;
- the ability to select, evaluate and apply a range of different but appropriate procedures, such as pain relief measures, monitoring of women in labour and electronic foetal monitoring, and solve problems that effect change within practice;
- the ability to identify, analyse and critically reflect on and address complex maternity problems and apply evidence-based solutions with theory-driven arguments within the parameters of an ethical-legal practice;
- accurate and coherent written and verbal communication regarding the assessment, progress and promotion of health education and to support patients and families in order to ensure safe and quality intrapartum care;
- the ability to manage a maternity unit and relating processes, such as taking the lead in emergencies in unfamiliar contexts, including accepting responsibility of tasks and accountability for the outcomes and application of resources;
- the ability to cooperate actively as leaders within a group/multi professional team by contributing towards the goals of the group/team regarding intrapartum care and by participating in self-assessments and peer-assessments while acting in accordance with an acceptable framework for ethical-professional and therapeutic relationships; and
- the ability to conduct independent research by gathering relevant and recent evidence in literature regarding identified intrapartum care via case studies, appropriate Internet and other prescribed sources; analyse, interpret and synthesise these findings by implementing the scientific method of nursing and make recommendations for best practice.

**Assessment criteria**

The outcomes have been mastered when students can:

- apply knowledge of the physiological progress of labour in the monitoring of labour and the provision of appropriate, cultural-sensitive care during the birth process, according to evidence-based institutional policies and guidelines in a manner that promotes the health and comfort of mothers and the safe delivery of neonates;
- critically discuss the appropriate use of technology in monitoring and care during labour with the protection of “normality”, according to the midwifery model of care;
- apply knowledge about relevant anatomy and possible complications and evidence-based practice in the critical discussion of the management of complications during labour; and
- critically discuss the importance of measures to promote safe intrapartum care and reflect on measures to reduce levels of maternal and perinatal morbidity and mortality.

**Assessment methods: Formal Formative**

Class tests

Written assignments

Self-assessment

Peer group assessment

12-16 credit module: 4-6 assessments

6<sup>th</sup> assessment optional to improve the poorest mark of a student

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

**Assessment methods: Summative**

Written examinations

12-16 credit module: 3 hours: 100 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**Method of delivery:** Full-time

**Module code:** MIDN411

**Semester 1**

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

**TITLE: MIDWIFERY: NEONATAL AND POSTPARTUM CARE****Module outcomes:**

After the successful completion of the module, students should demonstrate:

- applied knowledge of and engagement in new-born care and a critical understanding and application of techniques relevant to neonatology;
- the ability to critically interrogate multiple sources of knowledge within the field of postpartum care;
- the ability to critically interrogate multiple sources of knowledge within the field neonatal care and to critically evaluate and review knowledge and the way the knowledge are interpreted;
- the ability to critically judge the ethical conduct of others within different cultural and social environments to effect the changes in conduct when necessary;
- an accurate, coherent, appropriate and creative presentation and communication of innovative and new professional ideas and methods to families, communities and a multi-professional team;
- accurate and coherent written and verbal communication of health education related to neonatal and postpartum care and recordkeeping, and a portfolio of evidence compiled to prove competence in mastered skills with an understanding of and respect for cultural differences and privacy conventions;
- a portfolio of evidence compiled to prove competence in mastered skills with an understanding of and respect for cultural differences and privacy conventions;
- the ability to apply knowledge to support and assist mothers and families in the event of high-risk neonates, stillbirths or abnormal maternal factors appropriate to the circumstances and in line with best practice;
- the ability to operate effectively within a team in the context of neonatal and postpartum care and demonstrate a logical and critical understanding of the roles of all elements of this system to solve neonatal and postpartum problems, monitoring the progress of a team/group and taking responsibility for task outcomes and the application of appropriate resources within the acceptable framework for ethical-professional and therapeutic relationships.

**Assessment criteria**

The outcomes have been mastered when students can:

- critically discuss appropriate evidence-based and culturally sensitive postpartum and new born care within the scope of practice of midwives guided by the legal-ethical framework;

- apply knowledge with regard to a comprehensive examination of neonates to detect abnormalities in accordance with evidence-based procedures and protocols;
- facilitate normal neonatal development and care through demonstrations and inputs consistent with evidence-based practice;
- provide appropriate guidance and support to mothers regarding feeding of their neonate related to particular circumstances and in line with evidence-based practice, presented in an appropriate language and conceptual level with an understanding confirmed in terms of the information presented;
- participate actively as individuals and members of a multi-professional healthcare team under the supervision of professional practitioners to facilitate personal and professional development through self-directed and work-integrated learning and provide quality nursing care to patients;
- conduct independent research by gathering relevant and recent evidence in literature regarding identified postpartum and neonatal nursing problems; analyse, interpret and synthesise these findings by implementing the scientific method of nursing and make recommendations for best practice;
- create and maintain complete accurate nursing records and clinical workbooks, and communicate information accurately in order to provide effective and sensitive care to patients over a short period of time;
- cooperate within a group/multi professional team and contributing towards the goals of the group/team by participating in self-assessments and peer-assessments while acting in accordance with the acceptable framework for ethical-professional and therapeutic relationships;
- apply knowledge to support and assist mothers and families in the event of high-risk neonates, stillbirths or abnormal maternal factors appropriate to the circumstances and in line with best practice

#### **Assessment methods: Formal Formative**

- Class tests
- Written assignments
- Self-assessment
- Peer group assessment

12-16 credit module: 4-6 assessments

6<sup>th</sup> assessment optional to improve the poorest mark of a student

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

#### **Assessment methods: Summative**

- Written exams

12-16 credit module:

3 hours: 100 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**Method of delivery:** Full-time

**Module code:** MIDP471

**Semester** 1

**NQF level:** 8, **Credits:** 32

**TITLE: MIDWIFERY PRACTICE: NEONATAL AND POSTPARTUM CARE**

#### **Module outcomes:**

After the successful completion of the module, students should demonstrate:

- applied knowledge and an understanding of appropriate anatomy, physiology and pharmacology and the ability to apply and evaluate appropriate skills to ensure quality postpartum maternal and neonatal care;
- the ability to select, evaluate and apply a range of different but appropriate procedures to solve problems that effect changes within a practice (e.g., the facilitation of appropriate infant feeding) based on the evidence-based model of care, such as the neuro developmental supportive care model;
- the ability to identify, analyse and critically reflect on and address complex neonatal-related problems and apply evidence-based solutions with theory-driven arguments within the parameters of the ethical-legal practice;
- accurate and coherent written and verbal communication regarding the assessment, progress and promotion of health education and to provide support to patients and families in order to ensure safe and quality maternal and neonatal care;
- a portfolio of evidence compiled to prove competence in mastered skills with an understanding of and respect for cultural differences and privacy conventions;
- the ability to conduct independent research by gathering relevant and recent evidence in literature via case studies, appropriate internet sources and other prescribed sources;
- analyse, interpret and synthesise these findings by implementing the scientific method of nursing and make recommendations for best practice to ensure quality postpartum maternal and neonatal care;

- the ability to manage a neonatal unit and relating processes, such as taking the lead in emergencies in unfamiliar contexts, including the acceptance of the responsibility for tasks and accountability for the outcomes and application of resources.

### Assessment criteria

The outcomes have been mastered when students can:

- systematically assess neonates immediately after delivery to identify abnormalities when applicable and in accordance with established evidence-based guidelines and policies;
- apply knowledge about potential anatomical and/or physiological difficulties and/or complications of postpartum women and neonates identified from the history of pregnancies and birth records and prepare appropriate interventions in accordance with evidence-based guidelines and policies;
- identify and manage problems or complications in postpartum women and neonates accurately and promptly and intervene appropriately in particular situations and in accordance with evidence-based guidelines and policies;
- plan, perform and record comprehensive and appropriate interventions for neonates based on the findings of comprehensive assessments of family units to ensure optimal holistic outcomes;
- provide health education and comprehensive family planning information in a culturally congruent manner to women and communities based on research evidence at an appropriate level regarding language and levels of understanding;
- implement current and evidence-based techniques of scientific enquiry and information gathering to analyse, evaluate and classify health problems of new born babies within the parameters of the ethical framework and legal rights of children and can act as advocates when necessary.

### Assessment methods: Formal Formative

- Written case studies
- Self-assessment
- Peer group assessment
- Portfolio

12-16 credit module: 4-6 assessments

6<sup>th</sup> assessment optional to improve the poorest mark of a student

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

### Assessment methods: Summative

- OSCE

12-16 credit module:

3 hours: 100 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**Method of delivery:** Full-time

**Module code:** MIDP371

**Semester 1&2**

**NQF level: 7, Credits: 32**

### TITLE: MIDWIFERY PRACTICE: ANTENATAL AND INTRAPARTUM CARE

Module outcomes: After the successful completion of this module, students should demonstrate:

- integrated knowledge and an understanding of concepts, guidelines and principles within the field of **antenatal care**, the ability to correctly assess and apply relevant guidelines and principles within the field of clinical antenatal care;
- the ability to identify, analyse and critically reflect on and address complex antenatal schedules, such as different antenatal visit schedules and the prevention of the transmission of HIV from mothers to their babies during pregnancy and to apply practical solutions with theory-driven arguments;
- accurate and coherent written and verbal communication of health education related to pregnancy, antenatal care and recordkeeping, and a portfolio of evidence compiled to prove competence in mastered skills with an understanding of and respect for cultural differences and privacy conventions;
- integrated knowledge and an understanding of appropriate anatomy, physiology and pharmacology and the ability to apply and evaluate appropriate skills to ensure quality **midwifery care**;
- the ability to select, evaluate and apply a range of different but appropriate procedures, such as pain relief measures, monitoring women in labour and electronic foetal monitoring, and to solve problems that effect change within practice;
- the ability to identify, analyse and critically reflect on and address complex maternity problems and apply evidence-based solutions with theory-driven arguments within the parameters of an ethical-legal practice;

- accurate and coherent written and verbal communication regarding the assessment, progress and promotion of health education and to support patients and families in order to ensure safe and quality maternal and neonatal care; and
- the ability to manage a maternity unit and relating processes, such as taking lead in emergencies in unfamiliar contexts, including the acceptance of responsibility for tasks and accountability for the outcomes and application of resources.

### **Assessment criteria**

The outcomes have been mastered when students can:

- implement history taking and physical examinations of mothers comprehensively and in accordance with established procedures and protocols;
- accurately interpret significant changes in the condition of mothers and/or their foetus by means of observations and laboratory results;
- motivate decisions to manage or refer pregnant women when there is evidence of potential risks to mothers and/or their foetus;
- compile individual care plans based on the principles of the scientific method of nursing, to plan, implement and evaluate appropriate nursing interventions to facilitate health and healing, and keep record of the progress safely and professionally within the parameters of the ethical-legal framework;
- correctly manage potential and actual emergencies concerning mothers and/or their foetus in accordance with established emergency procedures, and with a degree of urgency appropriate to specific circumstances;
- present appropriate health education to women and communities based on research evidence on an appropriate level regarding language and conceptual levels;
- manage foetal, maternal and family care needs during the birthing process, and provide care appropriate to each stage of labour, according to institutional policies and procedures and in accordance with evidence-based guidelines and policies;
- monitor the progress of labour and any significant changes by means of standard assessments and examinations conducted in accordance with established procedures and protocols and in accordance with evidence-based guidelines and policies including frequency of contractions; foetal heart rate and internal examinations;
- apply appropriate pain relief methods correctly and at appropriate stages during labour, on their own auspices or under direction, according to regulations and procedures and in accordance with evidence-based guidelines and policies;
- take responsibility for the support of mothers during the birth process in a manner that promotes the health and comfort of mothers and the safe delivery of their neonate and perform required procedures neatly and accurately in accordance with the best available evidence;
- integrate knowledge about potential anatomical and/or physiological difficulties and/or complications of mothers and their foetus identified from the history of pregnancy and birth records, and prepare appropriate interventions in accordance with evidence-based guidelines and policies;
- identify and manage problems or complications concerning mothers and their foetus accurately and promptly, and intervene appropriately in particular situations and in accordance with evidence-based guidelines and policies; and
- record actions and/or interventions accurately, promptly and completely to provide sufficient information to others with respect to the care and/or treatment of patients while meeting legal requirements and statutory responsibilities in terms of the scope of practice for midwives and the births and deaths register.

### **Assessment methods: Formal Formative**

Class tests

Written assignments

Self-assessment

Peer group assessment

12-16 credit module: 4-6 assessments

6<sup>th</sup> assessment optional to improve the poorest mark of a student

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

### **Assessment methods: Summative**

OSCE

12-16 credit module: 3 hours: 100 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

<b>Method of delivery:</b> Full-time		
<b>Module code:</b> NSCH111	<b>Semester</b> 1	<b>NQF level:</b> 5, <b>Credits:</b> 12
<b>TITLE: NURSING SCIENCE: COMMUNITY HEALTH I</b>		
<p><b>Module outcomes:</b></p> <p>After the successful completion of this module, students should demonstrate:</p> <ul style="list-style-type: none"> <li>• detailed knowledge and an informed understanding of key concepts related to community health nursing, public health and intergenerational health relevant to the field of population/home-based care;</li> <li>• knowledge and an informed understanding regarding the healthcare structures of South Africa;</li> <li>• knowledge and an informed understanding regarding the components and re-engineering of primary healthcare in South Africa;</li> <li>• a basic understanding of how sustainable development goals can be achieved in South Africa; the ability to identify health-related needs of different communities/cultures in rural and urban settings and to apply the correct methods to manage and solve fundamental problems in a supported environment;</li> <li>• detailed knowledge regarding the growth, development, feeding and identification of danger signs in children from two months until five years, according to IMCI guidelines and an understanding of immunisations from birth to 12 years;</li> <li>• detailed knowledge regarding the comprehensive care of older persons in a community;</li> <li>• ethical and professional behaviour and should be able to function as members of a health team involved with trans-disciplinary community development by understanding their role, functions and responsibilities as nurse practitioners in a community and the health system as a whole with due consideration of the fundamental rights of individuals in communities;</li> <li>• an informed understanding of the dynamics of working within teams (multi-disciplinary and sectoral), an ability to establish working relationships to ensure disease prevention and health promotion in an intergenerational context within families and/or communities;</li> <li>• the ability to select, evaluate and apply basic management skills through the scientific process of nursing care when conducting home visits and households/groups of different generations from birth to old age centred with an awareness of the ethical implications of decisions, actions and practices relevant to intergenerational healthcare in different community settings/contexts;</li> <li>• the ability to provide health education to individuals, families and groups in a community; and</li> <li>• the ability to accurately and coherently write and to communicate verbally regarding information relevant to the domain of community health nursing and public health in a tertiary academic environment via appropriate media and technologies.</li> </ul>		
<p>The outcomes have been mastered when students can:</p> <ul style="list-style-type: none"> <li>• use the mastered knowledge and their understanding of community health nursing, public health and intergenerational health to perform population/home-based care to people of all ages;</li> <li>• apply their mastered knowledge regarding the healthcare structures in South Africa in urban and rural communities;</li> <li>• apply primary healthcare components to provide comprehensive nursing care to urban or rural communities;</li> <li>• explain how sustainable development goals can be achieved in South Africa;</li> <li>• identify certain health issues pertinent to urban or rural communities and recommend the type of nursing care or methods that can be implemented to address and help alleviate these problems;</li> <li>• assess the growth, development and feeding of children, including assessments of danger signs from two month babies to five-year-olds, and can assess the immunisations status of children from birth to 12 years, according to the IMCI and can provide health education to mothers as needed;</li> <li>• identify the needs of older persons in communities and can provide appropriate health education, care and referrals;</li> <li>• act in an ethical and professional manner while performing their role in improving the health of a community as part of a health team;</li> <li>• take responsibility of the role and function as independent nurse practitioners and their interdependent role and function as members of a multi-disciplinary team to achieve trans-disciplinary outcomes by utilising sound interpersonal relations and communication skills and coherent information translation to provide information concerning disease prevention and health promotion in an intergenerational context;</li> <li>• identify health issues pertinent to certain urban and/or rural communities with an awareness of ethical, cultural, social and economic aspects;</li> <li>• apply basic communication and interpersonal skills by caring for individuals/families and groups in a community to provide intergenerational care by means of the scientific process of nursing when conducting home visits in a community; and</li> <li>• write accurate and coherent reports considering plagiarism and the state of health of a specific community.</li> </ul>		

<b>Method of delivery:</b> Full-time		
<b>Module code:</b> NSCH211	<b>Semester</b> 1	<b>NQF level:</b> 6, <b>Credits:</b> 12
<b>TITLE: NURSING SCIENCE: COMMUNITY HEALTH II</b>		
<p><b>Module outcomes:</b></p> <p>After the successful completion of this module, students should demonstrate:</p> <ul style="list-style-type: none"> <li>• an integrated knowledge from the fundamental natural, biological, socio-psychological and nursing sciences to understand the process of integrated management of childhood illnesses as well as health management of adolescents mainly in a school setting;</li> <li>• detailed knowledge and understanding of the socio-psycho, cultural and economic influences on health and disease patterns related to the health of children and adolescents;</li> <li>• the ability to select, evaluate and apply the principles applicable to child health to solve fundamental problems within the parameters of the rights of children;</li> <li>• the ability to understand actions and omissions relevant to child healthcare practices; to act as advocates for children or adolescents at all times;</li> <li>• detailed knowledge regarding all the available contraceptive methods, according to the newest contraceptive guidelines and eligibility criteria and the ability to counsel patients to make an informed decision regarding an appropriate contraceptive method, according to individual needs and the ability to provide health education to individuals and groups in a community regarding contraceptive methods;</li> <li>• the ability to apply knowledge and skills during an IMCI strategy by assessing milestone development, immunisation status and health needs of children younger than five years in ensuring the provision of effective support and follow-up care to mothers/caregivers and families;</li> <li>• integrated knowledge and management of communicable diseases, such as influenza, tuberculosis, measles, mumps, rubella, anthrax, meningitis, typhoid, polio, cholera, typhoid, hepatitis, HIV/AIDS, haemorrhagic fevers, worms, tapeworms, lice infestation, parasites, rickettsia, within their own capability and appropriate scope of practice as well as policy guidelines and protocols of health services;</li> <li>• the ability to accurately and coherently communicate information (in writing and verbally) with an understanding of and respect for intellectual property conventions, copyright and plagiarism.</li> </ul>		
<p><b>Assessment criteria</b></p> <p>The outcomes have been mastered when students can:</p> <ul style="list-style-type: none"> <li>• assess and distinguish between normal and delayed child development across the various domains (sensory, fine/gross motor, social, cognitive, spiritual, language, sexual, psychological) in terms of key characteristics and expected norms;</li> <li>• implement an integrated management of childhood illnesses as a technique of scientific enquiry and information gathering to analyse, evaluate and classify health problems of children younger than five years old within the parameters of the ethical framework and legal rights of children and can act as advocates when necessary;</li> <li>• select and discuss the implementation of relevant community-based strategies to promote safe environments for children and adolescents within the current legal framework and socio-psycho-cultural and economic influences on health and disease patterns and needs;</li> <li>• counsel patients and provide health education regarding available contraceptive methods, according to the newest contraceptive guidelines and eligibility criteria in order for patients to make an informed decision;</li> <li>• use skills in an IMCI strategy by assessing the milestone development, immunisation status and health needs of children younger than five years old in ensuring the provision of effective support and follow-up care to mothers/caregivers and families;</li> <li>• recognise and demonstrate a sensitivity towards the values, customs and indigenous knowledge of communities in the management of <b>communicable and non-communicable diseases</b>, including health education and support consistent with medical authority guidelines and institutional policies and procedures; and</li> <li>• select, evaluate and apply strategies to ensure fundamental child, adolescent and women friendly care, including accurate report writing on cases that involve children, adolescents, women and parents or caregivers with cognisance when to do referrals to appropriate members of a multi-disciplinary team when findings fall outside their own scope of competence.</li> </ul> <p><b>Assessment methods – Formal formative</b></p> <ul style="list-style-type: none"> <li>• Tests (oral &amp; written)</li> <li>• Assignments</li> <li>• Presentations</li> <li>• Group work</li> <li>• Narratives on experiences</li> </ul> <p>12-16 credit module: 4-6 assessments</p>		

6th assessment optional to improve the poorest mark of a student

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

#### **Assessment methods – Summative**

- Written examination

12-16 credit module:

3 hours: 100 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**Method of delivery:** Full-time

**Module code:** NSFN111

**Semester** 1

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

**TITLE: NURSING SCIENCE: FUNDAMENTAL I**

#### **Module outcomes:**

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

- knowledge and an informed understanding of key terms, concepts, facts, principles, rules and theories relevant to the field of nursing regarding the health of individuals, families and communities and needs of hygiene, internal homeostasis and oxygen;
- the ability to apply basic technological, communication and interpersonal skills to assess the basic human needs of healthcare users; the ability to plan, execute, evaluate and record elementary action plans (nursing process) to address and monitor identified health needs;
- the ability to practice according to acceptable ethical, legal and professional values and a code of conduct in personal and professional actions;
- the ability to operate as individuals and members of a group by accepting responsibility and accountability for their own actions and the outcomes of the task, including learning progress; and
- an integrated knowledge of and engagement in self-empowerment and the maintenance of a positive self-image, self-assertion, self-assessment and effective communication skills; skills in the management of stress, crises and skills in accompanying patients who are dying in order to manage a career in nursing in a multi-cultural context.

#### **Assessment criteria:**

The outcomes have been mastered when students can:

- identify/explain/describe the key terms, concepts, facts, principles, rules and theories relevant to the health of individuals, families and communities and the need for hygiene, homeostasis and oxygen;
- provide basic nursing care based on an assessment of basic health needs by using basic technological, communication and interpersonal skills by means of the scientific method of nursing (nursing process) within their scope of practice;
- recognise and report any deviations from normal values to their supervisor and record these deviations as per policy;
- take responsibility for sensitivity regarding acceptable ethical, legal and professional values and codes of conduct in personal and professional actions;
- accept responsibility and accountability for delegated tasks as individuals and/or as members of a team/group and the outcomes of executed tasks;
- assess the status of their own level of self-image, self-assertion and effectiveness of communication, stress management and coping skills;
- plan and execute action plans in cooperation with peers to improve and/or maintain their self-image, self-assertion, communication and stress management skills; demonstrate knowledge and an understanding of loss, grief and dying from different cultural perspectives in relation to their own viewpoint; and
- recognise and manage their own learning needs and progress, and seek help should the need arise.

#### **Assessment methods – Formal formative**

The students must submit theoretical assignments and written class tests.

#### **Assessment methods – Summative**

Sit-down written exam

#### **Assessment plan**

Formative assessments (4-5) = 50%: Summative assessment 1x 3hours= 50% (1:1). Exam sub-minimum: 40%

**Method of delivery:** Full-time

<b>Module code: NSFN121</b>	<b>Semester 2</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: NURSING SCIENCE: FUNDAMENTAL II</b>		
<b>Module outcomes:</b> After the successful completion of the module, students should demonstrate: <ul style="list-style-type: none"> <li>• knowledge and an informed understanding of key terms, concepts, facts, principles, rules and theories relevant to the field of nursing;</li> <li>• the promotion of the health of individuals, families and communities and the importance of being active and doing exercise, comfort/hygiene, nutrition, fluids and electrolyte balance, faecal output and a secure and safe environment;</li> <li>• knowledge of factors related to the need for asepsis and ensure the maintenance of infection control principles.</li> <li>• the ability to apply basic technological, communication and interpersonal skills to assess basic human needs; to plan, execute, evaluate and record elementary action plans (nursing process) to address and monitor identified health needs;</li> <li>• the ability to practice according to acceptable ethical, legal and professional values and codes of conduct in both their personal and professional actions; and</li> <li>• the ability to operate as individuals and members of a group, responsibility and accountability for their own actions and the outcomes of tasks, including learning progress</li> </ul>		
<b>Assessment criteria</b> The outcomes have been mastered when students can: <ul style="list-style-type: none"> <li>• identify/explain/describe key terms, concepts, facts, principles (and the relationship between them) relevant to the health of individuals, families and communities and the need for being active and doing exercise, comfort/hygiene, nutrition, fluid and electrolyte balance, faecal output, and a secure and safe environment.</li> <li>• Identify, explain, describe or recognise factors related to the need for asepsis and ensure the maintenance of infection control principles;</li> <li>• solve problems regarding nursing care based on the assessment of basic health needs by using basic technological, communication and interpersonal skills by means of the scientific method of nursing (nursing process) within their scope of practice and the ethical-legal framework;</li> <li>• recognise deviations from normal values to document and report these deviations according to policy;</li> <li>• take responsibility for sensitivity regarding acceptable ethical, legal and professional values and codes of conduct in both their personal and professional actions;</li> <li>• accept responsibility and accountability for delegated tasks as individuals and/or as members of a team/group and the outcome of executed tasks; and</li> <li>• recognise and manage their own learning needs and progress, and seek help should the need arise.</li> </ul>		
<b>Assessment methods – Formal formative</b> The students must submit theoretical assignments and written class tests.		
<b>Assessment methods – Summative</b> Sit-down written exam		
<b>Assessment plan</b> Formative assessments (4-5) = 50%: Summative assessment 1x 3hours= 50% (1:1). Exam sub-minimum: 40%		
<b>Method of delivery:</b> Full-time		
<b>Module code: NSFP111</b>	<b>Semester 1</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: NURSING SCIENCE PRACTICE: FUNDAMENTAL I</b>		
<b>Module outcomes:</b> After the successful completion of this module, students should demonstrate: <ul style="list-style-type: none"> <li>• participation as individuals and as members of a healthcare team in a clinical nursing practice, the ability to apply the theory of fundamental nursing science as a valuable learning opportunity in specific clinical situations to provide basic nursing care to individuals, families and communities according to set standards and within their scope of practice;</li> <li>• the ability to identify health-related needs and resources of different intergenerational communities in rural and urban settings and to apply psycho-emotional, psycho-motor and affective skills using relevant instruments, technology and nursing procedures to manage and solve fundamental problems in a supported environment within a multi-cultural context;</li> <li>• the ability to utilise behaviour, which should reflect the ethical-legal framework and professional code of conduct by understanding the role, functions and responsibilities as nurse practitioners with due consideration of health services, relevant policies, the Batho Pele principles and the fundamental rights of individuals in households and/or communities;</li> <li>• the ability to provide health education, including bereavement counselling to individuals, families and groups in a community;</li> </ul>		

- affective skills to create a safe environment conducive to healing and the promotion of a healthy lifestyle and to know how and when to refer individuals from birth to old age;
- knowledge and skills to conduct home visits in a community and to make use of the nursing process to assess needs of intergenerational families and to plan, implement and evaluate the nursing care provided with an awareness of the ethical implications of decisions, actions and practices relevant to intergenerational healthcare in different community settings/contexts; and
- the ability to communicate relevant information in the domain of public health and in tertiary academic environment with the aid of appropriate media and technologies.

#### **Assessment criteria:**

The outcomes have been mastered when students can:

- participate actively as individuals and members of a healthcare team under the supervision of professional practitioners to facilitate personal and professional development through self-directed and work-integrated learning in order to provide quality nursing care to patients;
- effectively integrate and apply the knowledge gained from studying anatomy, microbiology and the theory of fundamental and population based on nursing science in understanding the basic health needs, deficiencies and possible health risks presented by individuals, families and communities in a clinical practice;
- utilise appropriate instruments, technology and nursing procedures, including interpersonal and communication skills to assess and diagnose the basic health needs of health users;
- compile individual nursing care plans based on the principles of the scientific method of nursing, they can plan, implement and evaluate appropriate nursing interventions to facilitate health and healing, and when they can keep record of the progress safely and professionally within the parameters of the ethical-legal framework;
- utilise interpersonal communication skills to create an environment of emotional safety and support conducive to basic health education in a cultural sensitive manner according to the needs of individuals, families or communities;
- reflect on their own and the coping strategies of others and when they know where to seek for help or where to obtain help;
- conduct a supportive interview by using effective affective and communication skills (verbal and non-verbal);
- engage in community/home-based care activities with the purpose of health assessment through a systematic way of gathering information with respect to the particular ethical, cultural, social and economic aspects of individuals and related health issues by integrating fundamental nursing science theory to assess and formulate problem-based nursing interventions including relevant health education and referral systems to facilitate the health promotion of individuals;
- apply basic communication and interpersonal skills by caring for individuals, families and communities to provide intergenerational care by means of the scientific process of nursing;
- act in an ethical and professional manner while performing their role to improve the health of individuals as part of a health team; and
- take responsibility for the role and function of independent nurse practitioners as members of multi-disciplinary teams to achieve trans-disciplinary outcomes by utilising sound interpersonal relations and communication skills and a coherent information translation to provide information concerning disease prevention and health promotion in an intergenerational context.

#### **Assessment methods – Formal formative:**

- Practical tasks during work-integrated learning
- Clinical workbook
- Narratives on experience
- Peer group assessment
- Self-assessment
- Clinical performance assessments

#### **Assessment methods – Summative**

- Objective Structured Clinical Examination (OSCE) =100%

#### **Assessment plan**

- Formative assessments (4-6) = 100%:
- Participation sub-minimum: 50%
- Summative assessment = 100%.
- Exam sub-minimum: 50%
- Formative/Summative = (50:50)

#### **Method of delivery:** Full-time

<b>Module code: NSFP121</b>	<b>Semester 2</b>	<b>NQF level: 5, Credits: 12</b>
<b>TITLE: NURSING SCIENCE PRACTICE: FUNDAMENTAL II</b>		
<p><b>Module outcomes:</b></p> <p>After the successful completion of the module, students should demonstrate:</p> <ul style="list-style-type: none"> <li>• the ability to participate as individuals and members of healthcare teams in a clinical nursing practice by applying the theory of fundamental nursing science as a learning opportunity in specific clinical situations to provide basic nursing care to infants, families and communities according to set standards and within their scope of practice;</li> <li>• the ability to identify health-related needs of patients and to apply culture-sensitive, psycho-emotional, psycho-motor and affective skills by utilising relevant instruments, technology and nursing procedures to manage and solve fundamental problems relating to growth and development in a supported environment within a multi-cultural context;</li> <li>• behaviour which reflects the ethical-legal framework and professional code of conduct, understanding the role, functions and responsibilities as nurse practitioners with due consideration of the health services, relevant policies, the Batho Pele principles and fundamental rights of patients in households and/or communities;</li> <li>• knowledge and skills to provide comprehensive care to healthy babies and children in communities by assessing the Integrated Management of Childhood Illness (IMCI) danger signs, growth, development, feeding and immunisation status and the treatment of common childhood problems, including diarrhoea and the provision of oral rehydration solutions;</li> <li>• the ability to provide health education regarding the IMCI danger signs, growth, development, feeding, immunisation and the treatment of common problems concerning babies and children, oral rehydration and special precautions related to a HIV positive status, according to the IMCI approach;</li> <li>• affective skills to create a safe environment to improve the health of individuals, families or communities and to know how and when to refer; and</li> <li>• knowledge and skills to conduct an integrated management of childhood illnesses and to use the nursing process to assess the needs of intergenerational families and to plan, implement and evaluate the nursing care provided with an awareness of the ethical implications of decisions, actions and practices relevant to maternal and child health.</li> </ul>		
<p><b>Assessment criteria</b></p> <p>The outcomes have been mastered when students can:</p> <ul style="list-style-type: none"> <li>• participate actively as individuals and members of a healthcare team under the supervision of professional practitioners to facilitate personal and professional development through self-directed and work-integrated learning and to provide quality nursing care to patients;</li> <li>• apply the knowledge gained from studying anatomy, microbiology and the theory of fundamental population based on nursing science in understanding the basic health needs, deficiencies and possible health risks presented by patients in a clinical practice;</li> <li>• utilise appropriate instruments, technology and nursing procedures, including interpersonal and communication skills to assess and diagnose the basic health needs of patients;</li> <li>• compile individual nursing care plans based on the principles of the scientific method of nursing to plan, implement and evaluate appropriate nursing interventions in order to facilitate health and healing and to keep record of the progress safely and professionally within the parameters of the ethical-legal framework;</li> <li>• utilise interpersonal communication skills to create an environment of emotional safety and support conducive to basic health education in a culturally sensitive manner, according to the needs of individuals, families or communities;</li> <li>• engage in an integrated management of childhood illnesses with the purpose of health assessment through a systematic way of gathering information with respect to the health issues of children by integrating and applying the knowledge and psycho-motor and affective skills gained from studying anatomy, microbiology and fundamental nursing science to assess and formulate problem-based nursing interventions, including relevant health education and referral systems to facilitate the health promotion of mothers and children;</li> <li>• apply basic communication and interpersonal skills by caring for all patients by means of the scientific process of nursing;</li> <li>• act in an ethical and professional manner while performing their nursing role to improve the health of individuals as part of a health team; and</li> <li>• take responsibility of the role and function of independent nurse practitioners as members of a multi-disciplinary team to achieve trans-disciplinary outcomes by utilising sound interpersonal relations and communication skills and coherent information translation to provide information concerning disease prevention and health promotion in an intergenerational context.</li> </ul> <p><b>Assessment methods – Formal formative</b></p> <ul style="list-style-type: none"> <li>• Practical tasks during work-integrated learning</li> </ul>		

- Clinical workbook
- Narratives on experience
- Peer group assessment
- Self-assessment
- Clinical performance assessments

#### **Assessment methods – Summative**

- Objective Structured Clinical Examination (OSCE) = 100%

#### **Assessment plan**

- Formative assessments (4-6) = 100%:
- Participation sub-minimum = 50%
- Summative assessment: OSCE = 100%.
- Exam sub-minimum = 50%
- Formative/Summative = (50:50)

**Method of delivery:** Full-time

**Module code:** NSMH411

**Semester 1**

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

#### **TITLE: NURSING SCIENCE: MENTAL HEALTHCARE I**

#### **Module outcomes:**

After the successful completion of the module, students should demonstrate:

- applied knowledge and understanding of and the ability to correctly and contextually apply terminology of the relevant concepts, guidelines and principles applicable to acute, short-term mental health problems without psychosis in communities or a hospital setting and an understanding of relationships amongst other disciplines;
- applied knowledge of contested assumptions regarding acute mental health issues (culture-oriented/religious-orientated assumptions and interventions), critical assessments of attained knowledge and explanations;
- the ability to select, evaluate and skilfully apply relevant and appropriate nursing interventions and scientific methods within their scope of practice to maintain mental health and offer solutions related to **acute mental** health problems;
- the ability to identify, analyse and critically reflect on and address complex, hypothetical **acute mental** healthcare issues and apply practical and appropriate solutions within the accepted ethical-legal framework and scope of practice;
- the ability to select, evaluate and apply a range of different but appropriate therapeutic skills and scientific methods of enquiry to reflect on and address complex problems and contribute to a positive change in practice;
- applied knowledge of and engagement in mental health nursing and a critical understanding and application of nursing skills accompanied with a professional attitude to provide quality mental health nursing care to intellectually disabled, acute and short-term mental health disorders in a community or a hospital setting.
- the ability to critically interrogate a multitude sources of knowledge;
- accurate and coherent written and verbal communication of information reflected in tasks/assignments/reports with an understanding of and respect for intellectual property conventions, copyright, rules of plagiarism and the rights of mental healthcare patients (confidentiality, anonymity) regarding issues pertaining to intellectually disabled individuals, acute and chronic mental disorders within the scope of practice and the ethical-legal framework and presenting the results to different audiences;
- the ability to function as individuals and members of a multi-professional health team, accept responsibility for their own life-long learning and professional development, to accept accountability for their own acts and omissions, co-responsibility for the task outcomes of a group in their quest for promoting and maintaining the mental health of individuals, families and communities;
- the ability to critically assess their own and other's ethical and professional conduct within a diverse cultural and social environment and to initiate change in conduct when necessary.

#### **Assessment criteria**

The outcomes have been mastered when students can:

- apply and incorporate foundational knowledge and an understanding to identify/apply/critically discuss/relate the terms, concepts and principles applicable to acute, short-term and mental health emergencies without psychosis in a community or a hospital setting in a given scenario/case, including the appropriate nursing interventions (nursing processes) or referrals to appropriate members of a multi-disciplinary health team;
- take responsibility for demonstrating sensitivity and respect for cultural diversity by observing the ethical-legal and professional code of conduct regarding issues related to mental health and mental health disorders by applying the Mental Health Care Act, No 17 of 2002 (MHCA);
- share accurate, theoretical and valid information with stakeholders regarding mental health issues;

- solve problems in the execution of appropriate nursing interventions, including interpersonal and intrapersonal communication skills in the resourcing and implementation of principles of the scientific method of nursing (process) in order to solve relevant issues in mental health emergencies and the ability to provide mental healthcare to mental healthcare users and their significant others;
- motivate decisions to manage or to refer hospitalised mental healthcare users or/and in a community during a mental health emergency;
- manage potential and real emergencies in acute mental health disorders correctly in accordance with established emergency procedures within the ethical-legal framework and relevant policies;
- incorporate foundational knowledge and an understanding to identify/apply/critically discuss/relate the terms, concepts and principles applicable to intellectual disabilities, chronic and long-term mental health disorders in communities or in a hospital setting in a given scenario/case, including appropriate nursing interventions or referrals to appropriate members of a multi-disciplinary health team;
- select, evaluate and apply a range of generally accepted psychosocial techniques and nursing interventions to contribute to the therapeutic management of mental healthcare users in a community or a hospital setting;
- share accurate, theoretically valid information with stakeholders regarding mental health issues in order to change perceptions and improve the status and care of mental healthcare users with intellectual disabilities and long-term mental disorders;
- conduct research concerning recent literature relevant to mental healthcare issues via the Internet and other sources by analysing, interpreting, synthesising the findings by making and implementing recommendations for best practice guidelines;
- create and maintain nursing records in a mental healthcare unit, according to relevant policies and the ethical-legal framework;
- participate in and promote community involvement in mental healthcare through mental health education and contact that promotes ongoing collaboration with communities/groups;
- assess their own and other's ethical and professional conduct by means of critical reflections and assessments according to the generally accepted code of conduct, Batho Pele principles and the human rights charter

#### **Assessment methods: Formal Formative**

- Class tests
- Written assignments
- Group assessment

8 credit module: 3-4 assessments

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

#### **Assessment methods: Summative**

- Written examinations

8 credit module:

2 hours: 70 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**Method of delivery:** Full-time

**Module code:** NSMH421

**Semester** 2

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

**TITLE: NURSING SCIENCE: MENTAL HEALTHCARE II**

#### **Module outcomes:**

After the successful completion of the module, students should demonstrate:

- applied knowledge and an understanding of and the ability to correctly and contextually apply terminology of the relevant concepts, guidelines and principles applicable to mental health emergencies without psychosis in a community or a hospital setting and an understanding of the relationships amongst other disciplines;
- applied knowledge of contested assumptions regarding mental healthcare issues (culture-orientated/religious-orientated assumptions and interventions), critical assessments of that knowledge and explanations;
- the ability to select, evaluate and skilfully apply relevant and appropriate nursing interventions and scientific methods within the scope of practice to maintain mental health and offer solutions related to **long-term** health problems;
- the ability to identify, analyse and critically reflect on and address complex, hypothetical **long-term** mental healthcare issues and apply practical and appropriate solutions within the accepted ethical-legal framework and scope of practice;

- the ability to select, evaluate and apply a range of different but appropriate therapeutic skills and scientific methods of enquiry to reflect on and address complex problems and contribute to a positive change in practice;
- applied knowledge of and engagement in mental healthcare nursing and a critical understanding and application of nursing skills accompanied with a professional attitude to provide quality mental healthcare nursing to intellectually disabled individuals and chronic, long-term mental health disorders in a community or a hospital setting.
- the ability to critically investigate multitude sources of knowledge;
- accurate and coherent written and verbal communication of information reflected in tasks/assignments/reports with an understanding of and respect for intellectual property conventions, copyright, rules of plagiarism and the rights of mental healthcare users (confidentiality, anonymity) regarding issues pertaining to intellectually disabled individuals, acute and chronic mental disorders within the scope of practice and the ethical-legal framework and presenting the results to different audiences;
- the ability to function as individuals and members of a multi-professional health team, accept responsibility for their own life-long learning and professional development, to accept accountability for their own acts and omissions, taking co-responsibility for task outcomes of a group in their quest for promoting and maintaining the mental health of individuals, families and communities;
- the ability to critically assess their own and other's ethical and professional conduct within a diverse cultural and social environment and to initiate change in conduct when necessary.

### **Assessment criteria**

The outcomes have been mastered when students can:

- apply and incorporate foundational knowledge and an understanding in identifying/applying and to critically discuss/relate terms, concepts and principles applicable to chronic, long-term mental health issues and mental healthcare emergencies without psychosis in a community or a hospital setting in a given scenario/case, including the appropriate nursing interventions (nursing processes) or referrals to appropriate members of a multi-disciplinary health team;
- take responsibility for demonstrating sensitivity and respect for cultural diversity by observing the ethical-legal and professional code of conduct regarding issues related to mental health and mental healthcare disorders by applying the MHCA;
- share accurate, theoretical and valid information with stakeholders regarding mental healthcare issues;
- solve problems in the execution of appropriate nursing interventions, including interpersonal and intrapersonal communication skills in the resourcing of and implementation of principles of the scientific method of nursing (process) in order to solve relevant issues in mental health emergencies and the ability to provide mental healthcare to mental healthcare users and their significant others;
- motivate decisions to manage or to refer mental healthcare users in hospitals or/and in communities during mental health emergencies;
- Manage potential and real emergencies in chronic mental health disorders correctly in accordance with established emergency procedures within the ethical-legal framework and relevant policies;
- incorporate foundational knowledge and an understanding in identifying/applying and to critically discuss/relate terms, concepts and principles applicable to intellectual disabilities and chronic, long-term mental healthcare disorders in a community or a hospital setting in a given scenario/case, including appropriate nursing interventions or referrals to appropriate members of a multi-disciplinary health team;
- select, evaluate and apply a range of generally accepted psychosocial techniques and nursing interventions to contribute to the therapeutic management of mental healthcare users in a community or a hospital setting;
- share accurate, theoretically valid information with stakeholders regarding mental health issues in order to change perceptions and improve the status and care of mental healthcare users with intellectual disabilities and long-term mental disorders;
- conduct research concerning recent literature relevant to mental healthcare issues via the Internet and other sources by analysing, interpreting and synthesising the findings by making and implementing recommendations for best practice guidelines;
- create and maintain nursing records in a mental healthcare unit, according to relevant policies and the ethical-legal framework;
- participate in and promote community involvement in mental healthcare through mental health education and contact that promotes ongoing collaboration with communities/groups;
- assess their own and other's ethical and professional conduct by means of critical reflections and assessments according to the generally accepted code of conduct, Batho Pele principles and the human rights charter

### **Assessment methods: Formal Formative**

- Class tests

- Written assignments
  - Group assessment
- 8 credit module: 3-4 assessments  
 20-35% maximum of participation mark/assessment  
 Formative assessment for participation = 100%  
 Formative assessment for final mark = 40-60% (50%)

**Assessment methods: Summative**

- Written examinations
- 8-12 credit module:  
 2 hours: 70 marks assessment  
 Summative assessment = 100%  
 Summative assessment for final mark = 40-60% (50%)

**Method of delivery:** Full-time

**Module code:** NSMP211

**Semester** 1

**NQF level:** 6, **Credits:** 16

**TITLE: NURSING SCIENCE PRACTICE: MEDICAL & SURGICAL I**

**Module outcomes:**

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

- detailed knowledge and an understanding of terms, concepts, facts and principles of the eye, ear, nose and throat, gastrointestinal and immune systems and oncology; and applying relevant and appropriate pharmacology (including EDL);
- the ability to evaluate, select and apply appropriate methods, procedures and techniques in order to render nursing care to patients with a pathophysiology of the eye, ear, nose, throat, gastrointestinal or immune systems (including immunisations) and oncology in a clinical practice;
- the ability to operate effectively under supervision of professional practitioners and as members of an interdependent healthcare team, accepting responsibility and accountability for their own actions and omissions;
- the ability to monitor their own learning progress and to apply relevant learning strategies, known and new resources to successfully realise all outcomes of a particular module;
- the ability to select, assess and apply diagnostic examinations and appropriate clinical skills and to offer evidence-based solutions related to the ethical and legal practice of medical and surgical nursing care (individually and as part of a healthcare team) to resolve health-related real-life problems;
- ethical and professional behaviour and active involvement as members of a multi-disciplinary health team involved with trans-disciplinary child and adolescent healthcare;
- the ability to assess the professional conduct of members of a nursing team from varying cultures and backgrounds and to influence ethical decisions during the care of patients;
- scientific writing skills in the preparation of written reports, clinical workbooks and nursing records in order to inform other members of a multi-disciplinary medical team of decisions to the benefit of the health of patients;
- an integrated knowledge and the management of communicable diseases regarding, such as anthrax, cholera, typhoid, hepatitis, HIV/AIDS, worms, tapeworms, lice infestation, parasites, rickettsia, within their own capability and appropriate scope of practice as well as policy guidelines and protocols of health services;
- the ability to select, evaluate and apply appropriate healthcare strategies for caregivers to care and promote the health of babies, toddlers, school children and adolescents in accordance with accepted protocols or policies; and
- an integrated knowledge of their own role, functions and responsibilities as nurse practitioners in a population/home-based health domain and a health system as a whole while considering health services, relevant policies, the Batho Pele principles and fundamental rights of children and adolescents.

The outcomes have been mastered when students can:

- identify pathophysiology of the eye, ear, nose, throat, gastrointestinal and the immune systems and oncology;
- assess patients with conditions concerning the eye, ear, nose, throat, gastrointestinal and immune systems;
- use appropriate technology and safe conduct when nursing patients with pathophysiology of the eye, ear, nose, throat, gastrointestinal and immune systems and oncology;
- take responsibility for appropriate and safe nursing care of patients with pathophysiology of the eye, ear, nose, throat, gastrointestinal and immune systems and oncology;
- communicate information accurately, clearly and coherently with an understanding and respect for patients and members of a multi-disciplinary team;
- illustrate practical nursing skills in the application and implementation of principles and processes of the scientific method of nursing in order to solve relevant hypothetical and real-life issues in the systems of medical and surgical nursing science, thereby proving that they will be able to provide care to patients and improve the health of individuals throughout their life span;

- participate actively as individuals and as members of a multi-professional healthcare team under the supervision of professional practitioners to facilitate personal and professional development through self-directed and work-integrated learning and provide quality nursing care to patients;
- conduct independent research by gathering relevant and recent evidence in literature regarding identified medical and surgical nursing problems via appropriate Internet and other prescribed sources; analyse, interpret and synthesise these findings by implementing the scientific method of nursing and make recommendations for best practice;
- utilise appropriate instruments, technology and nursing procedures, including interpersonal, clinical examinations and communication skills to assess and diagnose the health needs of patients;
- create and maintain complete accurate nursing records and clinical workbooks;
- recognise and demonstrate a sensitivity towards the values, customs and indigenous knowledge of communities in the management of **communicable and non-communicable diseases**, including health education and support consistent with medical authority guidelines and institutional policies and procedures;
- implement the IMCI and Primary Care101 as techniques of scientific enquiry and information gathering to analyse, evaluate and classify medical and surgical conditions/disorders/diagnoses of the eye, ear, nose, throat, gastrointestinal and immune systems and oncology of children and adults within the parameters of the ethical framework and legal rights of children and can act as advocates when necessary;
- provide quality population/home-based care through the application of appropriate scientific methods and techniques in the need for urgent attention, testing, pre-referral treatments and/or referral to appropriate members of a multi-disciplinary team; and
- identify the need for and establish support systems to provide practical, evidence-based advice to mothers and/or caregivers of children and adolescents for assistance in informed decision-making based on ethical-legal frameworks.

#### **Assessment methods**

Formal formative

- Patient study assessment
- Case study assignments
- Clinical workbooks

12-16 credit module:

4-6 assessments

6th assessment optional to improve the poorest mark of a student

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

#### **Summative:**

- OSCE

12-16 credit module:

3 hours: 100 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**Method of delivery:** Full-time

**Module code:** NSMP221

**Semester** 2

**NQF level:** 6, **Credits:** 16

**TITLE: NURSING SCIENCE PRACTICE: MEDICAL & SURGICAL II**

#### **Module outcomes:**

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

- detailed knowledge and understanding of terms, concepts, facts and principles of the medical and surgical conditions/disorders/diagnoses of the musculoskeletal, fluid and electrolyte balances, dermatology, endocrine, and operation theatre principles and management of the surgical and medical patient to clinical practice; and applying relevant and appropriate pharmacology (including EDL);
- the ability to evaluate, select and apply appropriate methods, procedures and techniques in order to render nursing care to patients with pathophysiology of the with medical and surgical conditions/disorders/diagnoses of the musculoskeletal, fluid and electrolyte balances, dermatology, endocrine, and operation theatre principles and management of the surgical and medical patient; and
- the ability to operate effectively under supervision of a professional practitioner and as member of an interdependent health care team, accepting responsibility and accountability for own actions and omissions;
- monitor own learning progress and apply relevant learning strategies and known and new resources to successfully realize all outcomes of this module;

- ability to select, assess and apply diagnostic examinations different but appropriate clinical skills, and evidence-based solutions related to the ethical and legal practice of medical and surgical nursing care, individually and as part of a health care team, to resolve health related real-life problems;
- integrated knowledge and management of communicable diseases regarding, measles, rubella, typhoid) within one's own capability and appropriate scope of practice as well as policy guidelines and protocols of the health services;
- ethical and professional behaviour and active involvement as a member of a multi-disciplinary health team involved with trans-disciplinary child and adolescent health care, understanding one's own role, functions and responsibilities as a nurse practitioner in the population/home-based health domain as well as in the health system as a whole, with due consideration of the health services, relevant policies, the Batho Pele principles and fundamental rights of the child and adolescent;
- scientific writing skills in the preparation of written reports, clinical workbooks and nursing records in order to inform decisions of other members of a multi-disciplinary medical team to the benefit of the health of a patient.
- system-based integrated clinical management guideline using an algorithmic approach of integrated management of childhood illnesses (IMCI) and Adult common symptoms and chronic conditions (Primary Care101).
- detailed knowledge and understanding of childhood illnesses that held possible threat to the individual, family and community and the provision of health education to individuals, families and groups in the community regarding child health and childhood illnesses;
- selection, evaluation and application of appropriate health care strategies for caregivers in assistance to care and promote health of babies, toddlers, school children and adolescents in accordance with accepted protocols and/or policies.

#### **Assessment criteria**

The outcomes have been mastered when students can:

- identify pathophysiology of the fluid and electrolyte balances, eye, ear, nose, throat and respiratory systems in a clinical practice;
- assess patients with conditions of medical and surgical conditions/disorders/diagnoses of the musculoskeletal, fluid and electrolyte balances, dermatology, the endocrine system and operation theatre principles and the management of patients concerning surgeries in a clinical practice;
- use appropriate technology and safe conduct when nursing patients with pathophysiology of medical and surgical conditions/disorders/diagnoses of the musculoskeletal, fluid and electrolyte balances, dermatology, the endocrine system, and operation theatre principles and the management of patients concerning surgeries in a clinical practice;
- take responsibility for appropriate and safe nursing care of patients with pathophysiology of medical and surgical conditions/disorders/diagnoses of the musculoskeletal, fluid and electrolyte balances, dermatology, the endocrine system, and operation theatre principles and the management of patients concerning surgeries in a clinical practice;
- render effective and professional care within the scope of practice to patients with pathophysiology of eye, ear, nose, throat, gastrointestinal and immune systems and oncology;
- communicate information accurately, clearly and coherently with an understanding and respect for patients and members of a multi-disciplinary team;
- recognise and demonstrate a sensitivity towards the values, customs and indigenous knowledge of communities in the management of **communicable and non-communicable diseases**, including health education and support consistent with medical authority guidelines and institutional policies and procedures;
- cooperate within a group/multi professional team contributing towards the goal of the group/team participating in self-assessments and peer-assessments while acting in accordance with the acceptable framework for ethical, professional and therapeutic relationships;
- conduct independent research by gathering relevant and recent evidence in literature regarding identified medical and surgical nursing problems via appropriate Internet and other prescribed sources; analyse, interpret and synthesise these findings by implementing the scientific method of nursing and make recommendations for best practice;
- utilise appropriate instruments, technology and nursing procedures, including, clinical examinations and interpersonal communication skills to assess and diagnose the health needs of patients;
- create and maintain complete accurate nursing records and clinical workbooks, and communicate information accurately in order to prove effective and sensitive care of patients over a short period of time;
- select, evaluate and apply within the criteria of different protocol requirements for protection against childhood diseases, IMCI and healthcare to adolescents;
- provide health education regarding child health and the prevention of childhood diseases;

- render quality population/home-based care through the application of appropriate scientific methods and techniques in the need for urgent attention, testing, pre-referral treatments and/or referral to appropriate members of a multi-disciplinary team; and
- identify the need for and establish support systems to provide practical, evidence-based advice to mothers and/or caregivers of children

**Formal formative:**

- Patient study assessment
- Case study assignments
- Clinical workbooks

12-16 credit module:

4-6 assessments

6th assessment optional to improve the poorest mark of a student

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

**Summative:**

- OSCE examination

12-16 credit module:

3 hours: 100 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**Method of delivery:** Full-time

**Module code:** NSMP311

**Semester** 1

**NQF level:** 7, **Credits:** 16

**TITLE: NURSING SCIENCE PRACTICE: MEDICAL & SURGICAL III**

**Module outcomes:**

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

- clinical nursing skills in the application of mastered integrated knowledge and an understanding of all principles and procedures associated with medical and surgical conditions/disorders/diagnoses of the respiratory, cardiovascular, haematology and lymphatic disorders and by applying relevant and appropriate pharmacology (including EDL);
- the ability to select, assess and apply different diagnostic examinations and appropriate clinical skills, and to offer evidence-based solutions related to the ethical and legal practice of medical and surgical nursing care, individually and as part of a healthcare team to resolve health-related real life problems;
- the ability to manage communicable diseases, such as influenza, tuberculosis and haemorrhagic fevers, within their own capability and appropriate scope of practice as well as policy guidelines and protocols of health services;
- the ability to assess the professional conduct of members of a nursing team from varying cultures and backgrounds and to influence ethical decisions during the care of patients;
- scientific writing skills in the preparation of written reports, clinical workbooks and nursing records in order to inform other members of a multi-disciplinary medical team of decisions beneficial to the health of patients; and
- the ability to utilise system-based integrated clinical management guidelines by using an algorithmic approach concerning an IMCI and adult common symptoms and chronic conditions (Primary Care101).

The outcomes have been mastered when students can:

- illustrate practical nursing skill in the application and implementation of the principles and processes of the scientific method of nursing in order to solve relevant hypothetical and real-life issues in the respiratory, cardiovascular and musculoskeletal systems, oncology and applicable operating theatre skills of medical and surgical nursing science by proving that they will be able to provide care to patients and improve the health of individuals throughout their life span;
- participate actively as individuals and members of a multi-professional healthcare team under the supervision of professional practitioners to facilitate personal and professional development through self-directed and work-integrated learning and provide quality nursing care to patients;
- conduct independent research by gathering relevant and recent evidence in literature regarding identified medical and surgical nursing problems via appropriate Internet and other prescribed sources; analyse, interpret and synthesise these findings by implementing the scientific method of nursing by making recommendations for best practice;
- recognise and demonstrate a sensitivity towards the values, customs and indigenous knowledge of communities in the management of communicable and non-communicable diseases, including health education and support consistent with medical authority guidelines and institutional policies and procedures;

- utilise appropriate instruments, technology and nursing procedures, including interpersonal, clinical examinations and communication skills to assess and diagnose the health needs of patients;
- create and maintain complete accurate nursing records and clinical workbooks and to communicate information accurately in order to provide effective and sensitive care of patients over a short period of time;
- cooperate within a group/multi professional team by contributing towards the goals of the group/team, participating in self-assessments and peer-assessments while acting in accordance with the acceptable framework for ethical- professional and therapeutic relationships; and
- implement the IMCI as a technique of scientific enquiry and information gathering to analyse, evaluate and classify health problems of the respiratory, cardiovascular and musculoskeletal systems of children and adults within the parameters of the ethical framework and legal rights of children and act as advocates when necessary.

#### **Assessment methods**

##### **Formal formative**

- Patient study assessment
- Case study assignments
- Clinical workbooks
- Quizzes
- Scientific writing activities
- Self-assessment and peer group assessment and preceptor assessment

12-16 credit module:

4-6 assessments

6th assessment optional to improve the poorest mark of a student

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

##### **Summative:**

- OSCE examination

12-16 credit module:

3 hours: 100 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**Method of delivery:** Full-time

**Module code:** NSMP321

**Semester** 2

**NQF level:** 7, **Credits:** 16

#### **TITLE: NURSING SCIENCE PRACTICE: MEDICAL & SURGICAL IV**

##### **Module outcomes:**

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

- clinical nursing skills in the application of mastered integrated knowledge and an understanding of all principles and procedures associated with medical and surgical conditions/disorders/diagnoses of the genito-urinary, reproductive, dermatological and neurological systems, oncology and applicable operating theatre skills and principles while applying relevant and appropriate pharmacology (including EDL);
- the ability to select, assess and apply different diagnostic examinations, appropriate clinical skills and evidence-based solutions related to the ethical and legal practice of medical and surgical nursing care, individually and as part of a healthcare team to resolve health-related real-life problems;
- integrated knowledge regarding contraceptive methods and skills to administer/provide contraceptives after counselling to patients and providing health education regarding the available contraceptive methods by using the newest contraceptive guidelines and eligibility criteria in order for patients to make an informed decision;
- the ability to manage communicable diseases, such as meningitis and polio, within their own capability and appropriate scope of practice, according to policy guidelines and protocols of health services;
- the ability to perform relevant qualitative and quantitative research in order to offer solutions to problems within the sphere of medical and surgical nursing science;
- the ability to assess the professional conduct of members of a nursing team from varying cultures and backgrounds and to influence ethical decisions during the care of patients;
- accurate and coherent scientific writing skills in the preparation of written reports, clinical workbooks and nursing records in order to inform other members of a multi-disciplinary medical team of decisions beneficial to the health of patients;
- the ability to utilise system-based integrated clinical management guidelines by using an algorithmic approach of IMCI and adult common symptoms and chronic conditions (Primary Care 101);

- the ability to select, evaluate and apply appropriate healthcare strategies for caregivers who assist them in caring for and promoting the health of babies, toddlers, school children and adolescents in accordance with accepted protocols and/or policies; and
- ethical and professional behaviour and active involvement as members of a multi-disciplinary health team involved with trans-disciplinary child and adolescent healthcare, understanding their own role, functions and responsibilities as nurse practitioners in a population/home-based health domain as well as in the health system as a whole with due consideration of the health services, relevant policies, the Bathos Pele principles and fundamental rights of children and adolescents.

#### **Assessment criteria**

The outcomes have been mastered when students can:

- illustrate practical nursing skills in the application and implementation of the principles and process of the scientific method of nursing in order to solve relevant hypothetical and real life issues in the genito-urinary, reproductive, dermatological and neurological systems by proving that they are able to provide care to patients and improve the health of individuals throughout their life span;
- participate actively as individuals and members of a multi-professional healthcare team under the supervision of professional practitioners to facilitate personal and professional development through self-directed and work-integrated learning and provide quality nursing care to patients;
- counsel and provide health education regarding contraceptive methods using the newest contraceptive guidelines and eligibility criteria and administer/provide the contraceptive method/s suitable for specific patients;
- recognise and demonstrate a sensitivity towards the values, customs and indigenous knowledge of communities in the management of communicable and non-communicable diseases, including health education and support consistent with medical authority guidelines and institutional policies and procedures;
- conduct independent research by gathering relevant and recent evidence in literature regarding identified medical and surgical nursing problems via appropriate Internet and other prescribed sources; analyse, interpret and synthesise these findings by implementing the scientific method of nursing and make recommendations for best practice;
- cooperate within a group/multi professional team by contributing towards the goal of the group/team and by participating in self-assessments and peer-assessments while acting in accordance with the acceptable framework for ethical-professional and therapeutic relationships;
- utilise appropriate instruments, technology and nursing procedures, including, clinical examinations and interpersonal communication skills to assess and diagnose the health needs of patients;
- create and maintain complete accurate nursing records and clinical workbooks and communicate information accurately in order to prove effective and sensitive care of patients over a short period of time;
- select, evaluate and apply within the criteria of different protocol requirements for protection against childhood diseases, IMCI and healthcare to adolescents;
- implement the IMCI as a technique of scientific enquiry and information gathering to analyse, evaluate and classify health problems of the genito-urinary, reproductive, dermatological and neurological systems of children and adults within the parameters of the ethical framework and legal rights of children and can act as advocates if necessary;
- utilise and integrate appropriate knowledge to participate actively as members of a healthcare team under the supervision of professional practitioners to facilitate personal and professional development through self-directed and work-integrated learning and provide quality nursing care to patients throughout their life span regarding genito-urinary, reproductive, dermatological and neurological systems;
- render quality population/home-based care through the application of appropriate scientific methods and techniques in the need for urgent attention, testing, pre-referral treatments and/or referral to appropriate members of a multi-disciplinary team; and
- identify the need for and establish support systems to provide practical, evidence-based advice to mothers and/or caregivers of children and adolescents for assistance in informed decision-making based on ethical-legal frameworks.

#### **Formal formative:**

- Patient study assessment
- Tests
- Case study assignments
- Clinical workbooks
- Quizzes
- Scientific writing activities

12-16 credit module:

4-6 assessments

6th assessment optional to improve the poorest mark of a student

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

**Summative:**

- OSCE examination

12-16 credit module:

3 hours: 100 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**Method of delivery:** Full-time

**Module code:** NSMP421

**Semester** 2

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

**TITLE: NURSING SCIENCE PRACTICE: MENTAL HEALTHCARE**

**Module outcomes:**

After the successful completion of the module, students should demonstrate:

- applied knowledge and an understanding of and the ability to contextually apply the terminology of relevant concepts, guidelines and principles applicable to mental health practice in communities or a hospital setting and an understanding of the relationships amongst other disciplines;
- the ability to select, evaluate and skilfully apply relevant and appropriate nursing interventions within the scope of practice to maintain mental health and offer solutions related to acute mental health problems of intellectually disabled individuals, acute and long-term mental health disorders in the community or a hospital setting;
- accurate and coherent written and verbal communication of information reflected in tasks/assignments/reports with an understanding of and respect for intellectual property conventions, copyright, rules of plagiarism and the rights of mental healthcare users (confidentiality, anonymity) regarding issues pertaining to the intellectually disabled, acute and long-term mental health disorders within scope of practice and the ethical-legal framework;
- the ability to operate effectively as individuals and/or members of a multi-disciplinary health team, an understanding of the roles and functions of the members in order to enhance a quest for life-long learning, to initiate change in conduct and to contribute to the care of mental healthcare users with mental health problems, accepting responsibility for their own acts and omissions and co-responsibility for outcomes and the application of appropriate resources for promoting and maintain the mental health of individuals, families and communities;
- the ability to apply system-based integrated clinical management guidelines by using an algorithmic approach of adult common mental health symptoms and chronic conditions (Primary Care 101).

**Assessment criteria**

The outcomes have been mastered when students can:

- identify/ relate/ apply/ associate/ translate the knowledge, skills and professional values gained from foundational studies into mental health practice and the utilisation of experience as opportunities for learning and professional development;
- create a safe, therapeutic and stimulating environment for mental healthcare users with mental health problems in cooperation with members of a multi-disciplinary team;
- apply the nursing process and appropriate nursing procedures/skills/interventions based on evidence-based practice guidelines to address and manage the needs of mental healthcare users with mental health problems within the parameters of scope of practice, policies and the ethical-legal framework;
- take responsibility for accurate, coherent and ethically sound and professional feedback via nursing reports presented in verbal or written format regarding the assessment and progress of mental healthcare users with mental health problems;
- implement the integrated primary care management of scientific enquiry and information gathering to analyse, evaluate and classify mental health problems within the ethical-legal framework of the MHCA (bi-polar disorder, substance abuse, anxiety, diagnosis of teenage children) as advocates when necessary;
- take responsibility for active involvement in the activities of a multi-disciplinary health team during the comprehensive analysis and interpretation of data in order to plan and execute appropriate care plans for holistic mental healthcare;
- accept accountability for their own acts and omissions and co-responsibility for the task outcomes and application of outcomes;
- implement scientific enquiries and information gathering to analyse, diagnose, classify, apply routine care and evaluate mental healthcare problems according to the MHCA and to act as advocates of individuals within the ethical-legal framework with specific presentation of depression, mania, substance abuse, psychosis and anxiety.

**Assessment methods:** Formal Formative

- Class tests
- Written assignments
- Group assessment
- Role play
- Reports

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

#### **Assessment methods: Summative**

- OSCE examination

3 hours: 100 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**Method of delivery:** Full-time

**Module code:** NSMS211

**Semester** 1

**NQF level:** 6, **Credits:** 12

#### **TITLE: NURSING SCIENCE: MEDICAL & SURGICAL I**

#### **Module outcomes:**

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

- detailed knowledge and an understanding of terms, concepts, facts and principles regarding the eye, ear, nose and throat, gastrointestinal and immune systems and oncology (including the Essential Drug List (EDL));
- an informed understanding of the pathophysiology related to the eye, ear, nose and throat, gastrointestinal and immune systems and oncology;
- the application of knowledge, skills, attitude and ethical principles in the use of appropriate technology to assess pathophysiology;
- the ability to apply appropriate technological, communication and interpersonal skills to assess pathophysiology of systems;
- the ability to apply knowledge on IMCI and Primary Care 101 (PC 101) by assessing the health needs of children and adults concerning eye, ear, nose and throat, gastrointestinal and immune systems and oncology in ensuring the provision of effective support and follow-up care to mothers/caregivers and families;
- the ability to apply the nursing process to patients with pathophysiology concerning the eye, ear, nose, throat, gastrointestinal and immune systems and oncology;
- detailed knowledge and management of communicable diseases, such as measles, mumps, rubella, anthrax, typhoid, cholera, hepatitis, HIV/AIDS, worms, tapeworms, lice infestation, parasites, rickettsia, within their own capability and appropriate scope of practice as well as policy guidelines and protocols of health services; and
- the ability to communicate information verbally and in writing with an understanding of and respect for intellectual property, copyright and plagiarism.

#### **Assessment criteria**

The outcomes have been mastered when students can:

- identify/ explain/ describe the key terms, concepts, facts and principles related to the pathophysiology of the eye, ear, nose and throat, gastrointestinal and immune systems and oncology;
- interpret given data and motivate nursing interventions related to applicable systems in order to execute the scientific process of nursing;
- implement an integrated management of childhood illnesses and Primary Care 101 as a technique of scientific enquiry and information gathering to analyse, evaluate and classify health problems of the eye, ear, nose and throat, gastrointestinal and immune systems and oncology concerning children and adults within the parameters of the ethical framework and legal rights of children and can act as advocates if necessary;
- utilise scientific methods and techniques of scientific enquiry to apply the nursing process to patients with pathophysiology of the eye, ear, nose, throat, gastrointestinal and immune systems and oncology;
- recognise and demonstrate a sensitivity towards the values, customs and indigenous knowledge of communities in the management of **communicable and non-communicable diseases**, including health education and support consistent with medical authority guidelines and institutional policies and procedures; and
- assess the authenticity of information by verifying it in a scientific manner.

#### **Assessment methods – Formal formative**

- Tests
- Assignments
- Self-assessment and peer group assessment
- Presentation of case studies

12-16 credit module:

4-6 assessments

6th assessment optional to improve the poorest mark of a student

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

#### **Assessment methods – Summative**

- Written examination

12-16 credit module:

3 hours: 100 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**Method of delivery:** Full-time

**Module code:** NSMS221

**Semester** 2

**NQF level:** 6, **Credits:** 12

#### **TITLE: NURSING SCIENCE: MEDICAL & SURGICAL I**

##### **Module outcomes:**

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

- detailed knowledge and an understanding of terms, concepts, facts and principles regarding the musculoskeletal, fluid and electrolyte balance, dermatology, endocrine and operation theatre principles and management of patients with regard to surgeries (including EDL);
- the ability to distinguish between and solve health-related problems of patients with pathophysiology of musculoskeletal, fluid and electrolyte balances, dermatology, the endocrine system and operation theatre principles and the management of patients with regard to surgeries;
- the ability to apply appropriate technological, communication and interpersonal skills to assess the pathophysiology of systems;
- an application of the nursing process concerning patients with pathophysiology of the musculoskeletal, fluid and electrolyte balances, dermatology and the endocrine system;
- detailed knowledge and an understanding of childhood illnesses regarding the musculoskeletal, fluid and electrolyte balances, dermatology, the endocrine system that can pose a possible threat to individuals, families and communities;
- the ability to apply knowledge and skills on IMCI and Primary Care 101 (PC101) regarding the musculoskeletal, fluid and electrolyte balance, dermatology, the endocrine system and operation theatre principles and the management of patients by assessing the health needs of children and adults to ensure the provision of effective support and follow-up care to mothers/caregivers and families;
- an integrated knowledge and management of communicable diseases, such as measles, mumps, rubella, within their own capability and an appropriate scope of practice as well as policy guidelines and protocols of health services;
- accurate and coherent written and verbal communication of information with an understanding of and respect for intellectual property, copyright and plagiarism;
- the ability to present and communicate complex information reliably and coherently by making use of appropriate academic and professional formats within the ethical-legal framework of the nursing practice;
- the ability to act as group members of a multi-disciplinary team and team leaders by contributing appropriate skills and information to successfully compile nursing care plans for patients with pathophysiology of the endocrine, gastrointestinal and immune systems; and
- the ability to monitor their own learning progress by applying relevant learning strategies and known and new resources to successfully realise all outcomes of a particular module.

##### **Assessment criteria**

The outcomes have been mastered when students can:

- detailed knowledge and an understanding of terms, concepts, facts and principles regarding the musculoskeletal, fluid and electrolyte balance, dermatology, endocrine and operation theatre principles and management of patients with regard to surgeries (including EDL);
- the ability to distinguish between and solve health-related problems of patients with pathophysiology of musculoskeletal, fluid and electrolyte balances, dermatology, the endocrine system and operation theatre principles and the management of patients with regard to surgeries;
- the ability to apply appropriate technological, communication and interpersonal skills to assess the pathophysiology of systems;
- an application of the nursing process concerning patients with pathophysiology of the musculoskeletal, fluid and electrolyte balances, dermatology and the endocrine system;

- detailed knowledge and an understanding of childhood illnesses regarding the musculoskeletal, fluid and electrolyte balances, dermatology, the endocrine system that can pose a possible threat to individuals, families and communities;
- the ability to apply knowledge and skills on IMCI and Primary Care 101 (PC101) regarding the musculoskeletal, fluid and electrolyte balance, dermatology, the endocrine system and operation theatre principles and the management of patients by assessing the health needs of children and adults to ensure the provision of effective support and follow-up care to mothers/caregivers and families;
- an integrated knowledge and management of communicable diseases, such as measles, mumps, rubella, within their own capability and an appropriate scope of practice as well as policy guidelines and protocols of health services;
- accurate and coherent written and verbal communication of information with an understanding of and respect for intellectual property, copyright and plagiarism;
- the ability to present and communicate complex information reliably and coherently by making use of appropriate academic and professional formats within the ethical-legal framework of the nursing practice;
- the ability to act as group members of a multi-disciplinary team and team leaders by contributing appropriate skills and information to successfully compile nursing care plans for patients with pathophysiology of the endocrine, gastrointestinal and immune systems; and
- the ability to monitor their own learning progress by applying relevant learning strategies and known and new resources to successfully realise all outcomes of a particular module.

#### **Assessment methods – Formal formative**

- Tests
- Assignments
- Self-assessment and peer group assessment
- Presentation of case studies

12-16 credit module:

4-6 assessments

6th assessment optional to improve the poorest mark of a student

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

#### **Assessment methods – Summative**

- Written examination

12-16 credit module:

3 hours: 100 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**Module code: NSMS311**

**Semester 1**

**NQF level: 7, Credits: 12**

#### **TITLE: NURSING SCIENCE: MEDICAL & SURGICAL III**

#### **Module outcomes:**

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

- an integrated knowledge and an understanding of and the ability to correctly and contextually apply terminology, relevant concepts and principles associated with respiratory, cardiovascular, haematology and lymphatic disorders and a critical understanding of the associated appropriate applied pharmacology (including EDL);
- the ability to apply knowledge and skills regarding an IMCI and Primary Care 101 (PC101) strategy that can pose a possible threat to individuals, families and communities by assessing the health needs of children and adults in ensuring the provision of effective support, health education and follow-up care to mothers/caregivers and the family associated with respiratory, cardiovascular, haematology and lymphatic disorders;
- integrated knowledge and management of communicable diseases, such as influenza and tuberculosis, within their own capability and appropriate scope of practice as well as policy guidelines and protocols of the health services;
- the ability to perform relevant qualitative and quantitative research in order to offer solutions to problems within the sphere of medical and surgical nursing science;
- the ability to select, evaluate and apply a range of different but appropriate procedures and proven solutions related to mentioned conditions/areas in medical and surgical nursing science to resolve health-related hypothetical and complex problems in the practice of medical and surgical nursing science;
- accurate and coherent scientific writing skills in the preparation of written medical reports, assignments and case studies with an understanding of the rules of intellectual property conventions, plagiarism and copyright and a

sensitivity towards the rights of patients, presenting findings and conclusions or recommendations to different audiences;

- the ability to function as individual nurses in the medical and surgical environment, but also as members of a group/multi- professional team in a quest to achieve quality healthcare outcomes;
- the ability to manage their own learning responsibly, to enhance their own professional development, monitoring their own progress in the mastering of necessary nursing skills, and to manage resources to achieve set outcomes;
- the ability to select, evaluate and apply appropriate healthcare strategies for caregivers to care and promote the health of babies, toddlers, school children and adolescents in accordance with accepted protocols and/or policies;
- the ability to practice as nurses according to acceptable ethical and legal standards and to assess the professional conduct of others in the same profession by taking into account cultural and societal differences; and
- ethical and professional behaviour and active involvement as members of a multi-disciplinary health team involved with trans-disciplinary child and adolescent healthcare, understanding their own role, functions and responsibilities as nurse practitioners in the population/home-based health domain as well as in the health system as a whole with due consideration of health services, relevant policies, the Batho Pele principles and fundamental rights of children and adolescents.

### **Assessment criteria**

The outcomes have been mastered when students can:

- discuss and illustrate an understanding of medical and surgical nursing terms, concepts, principles and conditions or disorders related to respiratory, cardiovascular, haematology and lymphatic disorders and associated pharmacological applications within the parameters of an acceptable ethical-legal framework;
- implement the IMCI and Primary Care 101 (PC101) as techniques of scientific enquiry and information gathering to analyse, evaluate and classify health problems of children under five years old and adults within the parameters of the ethical framework and legal rights of children and act as advocates if necessary;
- illustrate practical nursing skills in the application and implementation of the principles and process of the scientific method of nursing in order to solve relevant hypothetical and complex issues in the above-mentioned areas of medical and surgical nursing science by proving that they will be able to provide care to patients and improve the health of individuals throughout their life span;
- recognise and demonstrate a sensitivity towards the values, customs and indigenous knowledge of communities in the management of communicable and non-communicable diseases, including health education and support consistent with medical authority guidelines and institutional policies and procedures;
- conduct independent research by gathering relevant and recent evidence in literature regarding identified medical and surgical nursing problems via appropriate Internet and other prescribed sources; analyse, interpret and synthesise findings by implementing the scientific method of nursing and making recommendations for best practice;
- create and maintain accurate nursing records and reports;
- participate in a professional and ethical manner and contribute to a multi-disciplinary team in the solving of case studies regarding relevant issues within the practice of medical and surgical healthcare;
- utilise and integrate appropriate knowledge to participate actively as members of a healthcare team under the supervision of professional practitioners to facilitate personal and professional development through self-directed and work-integrated learning and by providing quality nursing care to children and adolescents;
- provide health education regarding child health and the prevention of childhood diseases regarding respiratory, cardiovascular, hematologic and lymphatic disorders;
- render quality population/home-based care through the application of appropriate scientific methods and techniques in the need for urgent attention, testing, pre-referral treatments and/or referrals to appropriate members of a multi-disciplinary team;
- select, evaluate and apply within the criteria of different protocol requirements for protection against childhood diseases regarding respiratory, cardiovascular, hematologic and lymphatic disorders, IMCI and healthcare to adolescents; and
- identify the need for and establish support systems to provide practical, evidence-based advice to mothers and/or caregivers of children and adolescents for assistance in informed decision-making based on ethical-legal frameworks.

### **Assessment methods – Formal formative**

- Tests/examinations
- Quizzes
- Assignments

- Research article assessment
- Scientific writing activities
- Self-assessment and peer group assessment
- Presentation of case studies

12-16 credit module:

4-6 assessments

6th assessment optional to improve the poorest mark of a student

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

#### **Assessment methods – Summative**

- Written examination

12-16 credit module:

3 hours: 100 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**Method of delivery:** Full-time

**Module code:** NSMS321

**Semester** 2

**NQF level:** 7, **Credits:** 12

#### **TITLE: NURSING SCIENCE: MEDICAL & SURGICAL IV**

##### **Module outcomes:**

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

- integrated knowledge and an understanding of and the ability to correctly and contextually apply terminology, relevant concepts and principles associated with genito-urinary, reproductive (including Sexual transmitted diseases (STDs) and family planning) and neurological disorders of the nervous system, and a critical understanding of associated and appropriate applied pharmacology (including EDL);
- the ability to apply knowledge and skills on an IMCI and Primary Care 101 (PC101) regarding genito-urinary, reproductive and neurological disorders of the nervous system, applying strategies by assessing the health needs of children and adults in ensuring the provision of effective support and follow-up care to mothers/caregivers and families;
- the ability to identify childhood illnesses regarding genito-urinary, reproductive (including STD's and family planning) and neurological disorders of the nervous system that pose possible threats to individuals, families and communities;
- the ability to assess the health needs of children and adults through Primary Care 101 (PC101) strategies to ensure the provision of effective support and follow-up care to mothers/caregivers and families;
- the ability to identify childhood illnesses and Primary Care 101 concerning adults that pose possible threats to individuals, families and communities;
- the ability to perform relevant qualitative and quantitative research in order to offer solutions to problems within the sphere of medical and surgical nursing science;
- the ability to select, evaluate and apply a range of different but appropriate procedures and proven solutions related to the above-mentioned conditions in medical and surgical nursing science to resolve health-related hypothetical and complex problems in the practice of medical and surgical nursing science;
- the ability to practice as nurses according to acceptable ethical and legal behavioural standards and to assess the professional conduct of others in the same profession by taking into account cultural and societal differences;
- the ability to function as responsible, accountable and individual nurses in a medical and surgical environment, but also as members of a multi-professional team in a quest to achieve quality healthcare outcomes;
- integrated knowledge regarding contraceptive methods and skills to administer/provide contraceptives after counselling and providing health education regarding the available contraceptive methods using the newest contraceptive guidelines and eligibility criteria in order for patients to make informed decisions; AND
- accurate and coherent scientific writing skills in the preparation of written medical reports, assignments and case studies with an understanding of the rules of intellectual property conventions, plagiarism and copyright and sensitivity towards the rights of patients, presenting findings and conclusions or recommendations to different audiences.

##### **Assessment criteria**

The outcomes have been mastered when students can:

- critically discuss and illustrate an understanding of medical and surgical nursing terms, concepts, principles and conditions or disorders related to genito-urinary, reproductive (including STD's and family planning) and neurological disorders of the nervous system, and associated pharmacological applications within the parameters of an acceptable ethical-legal framework;

- implement the IMCI and Primary Care 101 (PC101) as techniques of scientific enquiry and information gathering to analyse, evaluate and classify health problems of children under five years old within the parameters of the ethical framework and legal rights of children and adults as advocates when necessary;
- illustrate practical nursing skills in the application and implementation of the principles and processes of the scientific method of nursing in order to solve relevant hypothetical and complex issues in the above-mentioned areas of medical and surgical nursing science by proving that they will be able to provide care to patients and improve the health of individuals throughout their life span;
- conduct independent research by gathering relevant and recent evidence in literature regarding identified medical and surgical nursing problems via appropriate Internet and other prescribed sources; analyse, interpret and synthesise these findings by implementing the scientific method of nursing and make recommendations for best practice;
- participate in a professional and ethical manner and contribute to a multi-disciplinary team in the solving of case studies regarding relevant issues within the practice of medical and surgical healthcare; and
- counsel and provide health education regarding contraceptive methods using the newest contraceptive guidelines and eligibility criteria and to administer/provide contraceptive method/s suitable for specific clients.
- create and maintain accurate nursing records and reports.

#### **Assessment methods – Formal formative**

- Tests/examinations
- Quizzes
- Assignments
- Research article assessment
- Scientific writing activities
- Assignments
- Self-assessment and peer group assessment

12-16 credit module:

4-6 assessments

6th assessment optional to improve the poorest mark of a student

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

#### **Assessment methods – Summative**

- Written examination

12-16 credit module:

3 hours: 100 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**Module code: NSRM411**

**Semester 1**

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

#### **TITLE: RESEARCH METHODOLOGY**

##### **Module outcomes:**

After the successful completion of the module, students should demonstrate:

- applied knowledge and understanding of the basic terminology; principles and steps of the research process; quantitative, qualitative and non-traditional research methodology with a view to propose and implement research in the field of nursing and health, to improve nursing science and the health of individuals, families and communities;
- the ability to identify, analyse and critically reflect on and define research problems within the field of nursing and health in order to find evidence-based solutions to enhance nursing science and the health of individuals, families and communities;
- the ability to identify, interpret and apply ethical values and principles in the design and implementation of research in the field of nursing and health;
- the ability to conduct a literature review in support of an identified delineated problem in the field of nursing and health by providing research evidence that will elucidate and delineate the research problem;
- the ability to select, evaluate and apply appropriate quantitative, qualitative and non-traditional methods of scientific enquiry to explore, describe or explain an identified research problem;
- the ability to analyse and interpret appropriate quantitative, qualitative and non-traditional research findings in order to address an identified research problem;
- the ability to search, interpret and integrate information from relevant sources to embed and provide evidence for research findings;

- accurate and coherent scientific writing skills in the preparation of a quantitative, qualitative and non-traditional research proposal/ group with an understanding of the rules on plagiarism and copyright;
- the ability to monitor their own learning progress responsibly and manage available research resources to produce a coherent research proposal.

### Assessment criteria

The outcomes have been mastered when students can:

- critically discuss quantitative, qualitative and non-traditional research and evaluate the appropriateness of this type of research in the field of health and nursing practice;
- compare different quantitative, qualitative and non-traditional research methods and evaluate the appropriateness of implementation in each of the health and nursing research fields;
- use basic research terminology to implement research principles and the steps of the research process relevant to quantitative, qualitative or non-traditional research;
- identify and define an appropriate research problem within nursing practice;
- explain how quantitative, qualitative and non-traditional research methods can be applied in order to solve relevant issues in health and nursing practice by enhancing the health and quality of care provided to individuals, families and communities;
- gather relevant and recent literature regarding an identified research problem using all available literature sources (books, theses and dissertations, newspapers, journals, electronic databases and the Internet);
- analyse and interpret quantitative and qualitative research methods and can integrate research findings available in literature;
- write a scientific and rigorous research proposal in adherence to the rules concerning plagiarism and copyright;
- cooperate within a group by contributing towards the group goal while acting in accordance with professional and ethically sound working relationships;
- produce a coherent written scientific and rigorous research proposal in adherence to the rules concerning plagiarism and copyright

### Assessment methods: Formal Formative

- Tests
- Assignments
- Quantitative and/or research article assessment
- Scientific writing activities
- Self-assessment and peer group assessment

8 credit module: 3-4 assessments

5<sup>th</sup> assessment optional to improve the poorest mark of a student

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

### Assessment methods: Summative

- Examinations

8 credit module:

2 hours: 70 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**Method of delivery:** Full-time

**Module code:** NSRP471

**Semester** 1&2

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

**TITLE:** MINI-RESEARCH PROJECT

### Module outcomes:

After the successful completion of the module, students should demonstrate:

- the ability to work together in a research group/team and interrogate multiple sources of knowledge in order to identify and define a relevant and *meaningfully delineated research problem* within the field of nursing science and health; the ability to select, plan, conduct and evaluate relevant scientific methods of enquiry to address the identified problem supported by appropriate scientific evidence;
- the ability to adhere to ethical values and principles and a code of conduct for researchers; the ability to perform critical judgements of the ethical conduct of group members during the research process taking into account the norms in local research practices and justifiable decision-making process appropriate to an academic environment and nursing science;

- the ability to communicate and present documented information reliably, scientifically and accurately in a final written research report with conclusions of the conducted research, contributions to enhance nursing science and recommendations for further research;
- the ability to communicate and orally present a final research report and results accurately, coherently and creatively in a presentation/group to an audience using applicable communication technologies.

#### **Assessment criteria**

The outcomes have been mastered when students can:

- form a research team and define research goals and cooperative roles and tasks;
- define an applicable research problem;
- conduct a literature search and write a review;
- select the most appropriate research design (quantitative, qualitative or non-traditional) to conduct research and find a solution to identified problems;
- decide on a research method, the ethical principles of the study, the timeline and budget;
- analyse and interpret relevant research findings and integrate these findings with current literature and synthesise these integrated findings into a logical and focused research report with relevant recommendations;
- present their report to an applicable audience.

#### **Assessment methods: Formal Formative**

- Self-assessment and peer group assessment
- Portfolio

8 credit module: 3-4 assessments

5<sup>th</sup> assessment optional to improve the poorest mark of a student

20-35% maximum of participation mark/assessment

Formative assessment for participation = 100%

Formative assessment for final mark = 40-60% (50%)

#### **Assessment methods: Summative**

- Research proposal

8 credit module:

2 hours: 70 marks assessment

Summative assessment = 100%

Summative assessment for final mark = 40-60% (50%)

**Method of delivery:** Full-time

### **HSC.15.10 CENTRE FOR HEALTH PROFESSIONS EDUCATION (CHPE)**

Module code: WVGW222	Semester 2	NQF level: 6 , Credits: 12
<b>TITLE: KNOW AND UNDERSTAND THE HEALTH WORLD</b>		
<b>Outcomes:</b> After completion of the module WVGW222 (NQF 6), the student should demonstrate <ul style="list-style-type: none"> <li>• Detailed knowledge and a clear understanding of the influence of a philosophical underpinning on health care development in South Africa;</li> <li>• Insight into the origin of and appreciation of social justice and diversity in all its forms specific to health care development in South Africa;</li> <li>• Within the context of health care, have a coherent understanding of an ethic of care and social responsiveness to their communities and the environment;</li> <li>• The ability to show how they can and/or will make a meaningful contribution to society through understanding and critical thinking within a diverse social, cultural and economic society, and</li> <li>• As member of an interprofessional team, the ability to communicate, collaborate and ethically engage with others by means of objective, reasonable, rational, and sound arguments in accordance with the rules of practice relevant to health care.</li> </ul>		
<b>Assessment in the module WVGW222</b> In the module WVGW222, student assessment will include: <ol style="list-style-type: none"> <li>1. <u>Individual work</u> (Weighting total for individual work: 60%)               <ol style="list-style-type: none"> <li>1.1 Objective assessment: eFundi tests on the theory (weighting: 50%), and</li> <li>1.2 Reflective feedback: Students will be expected to reflect on a variety of topics and complete applicable reflection activities throughout the semester (10%).</li> </ol> </li> <li>2. <u>Interprofessional group work</u> (Weighting total for interprofessional group work: 40%)</li> </ol>		

- 2.1 A group assignment where the student, as a member of an interprofessional group, needs to apply the theory to solve a specific problem within the South African health and social care environment. The group assignment may include a peer review/peer reviews.

Weighting of assessments: Individual work: 60% + Interprofessional group work: 40% = 100.

To pass the module, students need to complete all the assessments to demonstrate mastery of the outcomes **AND** obtain a minimum of 50% or more. More detail on the assessments will be available on the WVGW222 module site on eFundi.

**Method of delivery:** Full-time using a blended and/or online approach.