



University of Fort Hare
Together in Excellence



FACULTY OF
HEALTH SCIENCES

2025

SUBJECTS
PROSPECTUS

UNIVERSITY OF FORT HARE

FACULTY OF HEALTH SCIENCES PROSPECTUS 2025

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General Enquiries offices are in the 5 Oxford Street Building. The Student Administration and Examinations Office are in the Elco Building, East London Campus & Admin building, Alice Campus. They are open from 08h30 to 16h30.

Your student number must appear on all correspondence and always use your student email address once you have been allocated one.

NB: Although the information contained in this Prospectus has been compiled as accurately as possible, the Faculty, Council and the Senate of the University of Fort Hare accept no responsibility for any errors or omissions. This Prospectus is applicable only to the 2024 academic year.

Please Note: The University reserves the right at any time, if circumstances dictate (for example, if there are not sufficient student registered, staff or other resources), to make and publish alterations to the contents of this prospectus. However, this will only be done under the most compelling circumstances. Further information on syllabus and module outcomes and other details are available on the Faculty website.



University of Fort Hare
Together in Excellence

FACULTY OF HEALTH SCIENCES

VISION & MISSION

VISION

A competent, committed and globally recognized Faculty of Health Sciences, through the provision of excellence in teaching, learning, research and community engagement.

MISSION

The vision of the faculty will be achieved through:

- Discovering a wealth of knowledge within the domain of Health Sciences through rigorous scientific learning and research
- Preparing future skilled health professionals for service and life-long learning through innovative curricula and individualized education experiences
- Strengthening health services to Improve the health of the people of South Africa and the international community.
- Generating financial and material resources to enhance sustainability.

VALUES

Transformative values: Excellence, equity, innovation, professionalism

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MESSAGE FROM THE DEAN

Welcome! We proudly welcome you to the Faculty of Health Sciences at the University of Fort Hare.

The vision of the Faculty of Health Sciences is to be competent, committed and globally recognised through the provision of excellence in teaching, learning, research and community engagement. To achieve this aim, the effort of our academic staff is to, individually and collectively, create an educational environment where students can tap into their potential and be the best ambassadors for the faculty, their families, and themselves in the workplace and community at large.

Our students are key to that effort, and as such, we welcome their participation to help us create a vibrant, dynamic and collaborative learning experience. The values we want to model for our students through the curriculum and practical work experience include transformative values, excellence, equity, innovation and professionalism. The Faculty's goal is to empower our students to become professional and competent health professionals who contribute to strengthening health services in the country and the body of knowledge in their respective professions through research.

The Faculty is also proud to showcase the ongoing research projects and publications from our staff and students that is produced every year. The research conducted in the faculty strives to contribute to the community and policy landscape in South Africa.

We welcome your feedback! If you don't find what you need in our Faculty of Health Sciences Prospectus, please reach out to faculty management to assist you with any queries.

Regards,

Prof Liezel Cilliers

Acting Dean: Faculty of Health Sciences

FACULTY STAFF

ACTING DEAN

Prof Liezel Cilliers

BSc Physiotherapy (Stell), M Public Health (UWC), B Com Hons (Information Systems) (UFH), M Com (Information Systems) (UFH), DPhil Information Systems (UFH), PG Dip Higher Education & Training (cum laude) (UFH), M Ed (UFH).

East London Campus

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ACTING DEPUTY DEAN

Dr Hlengiwe Gwebu

Msc Public Health (Taipei Medical University); PhD Public Health (UKZN)

East London Campus

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E-mail: hgwebu@ufh.ac.za

FACULTY MANAGER

Ms Penny Nhlumayo

MPH (UFH) Bachelor of Social Work (BSW) UNISA, Certificate in Management Assistant (Durban Central Technical College),

East London Campus

Office 5 Oxford Street Building

Tel.: 043 704 7633

E-mail: pnhlumayo@ufh.ac.za

ADMINISTRATOR

Mr William Plaatjies Senior Primary Teachers Diploma (Sefikeng College of Education), National Certificate in End User Computing (Amitek Business College)

East London Campus

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E-mail: wplaatjies@ufh.ac.za

ADMINISTRATOR: FINANCE

Mr Luvuyo Matiwane Diploma in Financial Management (East London College) and BA (Health Science and Social Services) UNISA

East London Campus

Office 5 Oxford Street Building

Tel.: 043 704 7197

E-mail: lmatiwane@ufh.ac.za

DEPARTMENT OF HUMAN MOVEMENT SCIENCES

ASSOCIATE PROFESSOR

Prof Maya Van Gent PhD Sports Science (NWU, Potchefstroom), PG Dip in Higher Education Teaching (UFH), Postgraduate Certificate in Ergonomics (RU).

SENIOR LECTURERS

Dr Patrick Zimu PhD Sport Science, MSportSc, Hons SportSc (Recreation) BSportSc (UKZN)

LECTURERS

Mr Thabo Xoxo MA Human Movement Studies (UFH), Secondary Teacher's Diploma (Tshiya College of Education)

Mrs Xonnè Muller Registered at the South African Professional Institute for Kinderkinetics (SAPIK-01/014/15/1415/001), MA in Kinderkinetics (NWU); BA Health Sciences (NWU).

SENIOR ADMINISTRATOR

Ms Asanda Maqoma

ND Administrative Management (WSU)

DEPARTMENT OF NURSING AND PUBLIC HEALTH

PROFESSOR

SENIOR LECTURER

Dr Ntombana Rala

RNE; RNA; RAss; RMod, BA, HDE, BCur, MCur Midwifery (UFH); BCur Admin & Educ (NWU). PhD in Nursing (NWU). SANC NO. 12809224)

Dr Nonceba Vellem

RN, RM, RCN, RPN, HDE, BA, B Cur, M Cur Midwifery (UFH), DNE, DNM (NWU), PhD in Nursing (UFH), Assessment and Moderation (UFH). SANC NO. 14217665

Dr Hlengiwe Gwebu

Diploma in General Nursing, BNSc in Community Health Nursing and Midwifery (University of Eswatini), Masters in Public Health (Taipei Medical University), PhD in Public Health (University of KwaZulu Natal)

LECTURERS

Mrs Thandi Khumalo

RN, RM, RCNH, RNE, RNA, RAss; RMod, Advanced Diploma in Community Health Nursing, Certificate in Human Resource Management, BCur Education & Administration (UNISA), MCur Critical Care & Trauma (UKZN). SANC NO. 13017009

Mrs Tobeka Mtise

RN, RM, RCM, RAss; RMod, DCN Critical Care (Lilitha College of Nursing), B Cur I et A, M Cur Nursing Administration, (UFH). SANC NO 14224687

Mrs Helen Bunt

RN, RM, Diploma in Nursing Education (NWU), MCur Palliative Care (UFH). SANC NO. 1254637

Mrs Zukiswa Dasheka

RN; RM; RCN, RNE, RNA, (BCur I et A: UNISA); RAss; RMod; Med & Surg OTNS (Lilitha Nursing College) MCur Midwifery (UFH). SANC 14229819

Dr Funanani Mashau

Bachelor of Science (BSc), BSc (Hons), master's in science (University of Venda), PhD in Public Health (University of Pretoria)

NGAP LECTURER

Mrs Nokwanda Bokolo B Curationis (UFH), MPH (UFH)

CLINICAL FACILITATORS

Mrs Noluvo Gosangaye RN, RM, RAss; RMod, BCur Ed et Admin (Potchefstroom University), Advanced Diploma in Community Nursing Science, Diploma in Nursing Management (NWU), MCur (UFH). SANC NO. 14223416

Mrs Nomonde Rozani RN; RM; RCN; RNE; RAss; RMod; BCur Educ, Com & OHN (UNISA); Hon Heath studies (UNISA) PGD Tertiary Ed (UNISA) SANC NO. 13617964

Ms Bukelwa Tokwe-Krwempe RN; RAdvM; BCur (UFH); MCur Nursing Education (UFH) & Advanced Diploma in Midwifery (Lilitha Nursing College). SANC NO. 15490451

Mrs Nontuthuzelo Bungane RN; RM RAss; RMod, BCur I et A, BCur Honours Nursing Education (MEDUNSA), PGD in Health and Welfare Management (NMU). SANC NO. 12686978

Mr Siyathemba Dalasa RN; BCur (UFH), MCur (UFH). SANC NO. 15618770

Mrs Nolwando Skepu RN, RM, RAss; RMod, Diploma in clinical Nursing Science health assessment treatment and care (Lilitha Nursing College), Certificate for Dispensing practitioner (Health Science Academy), Certificate in HIV management (UFH), BCur Ed et Admin (Potchefstroom University), MCur (UFH). SANC NO. 14504674

SENIOR ADMINISTRATOR

Ms Akhonke Chutu National Diploma in Journalism (NMU)

CLINICAL ADMINISTRATOR

Mr Kuhle Majobela ND Office Management and Technology (WSU), Advanced Diploma in Business Management (University of Johannesburg)

DEPARTMENT OF NATURAL AND REHABILITATIVE SCIENCES

LECTURERS

Dr Unati Stemela-Zali Bachelor of Communication Pathology (UKZN), Master of Public Health (WSU), Postgrad Diploma in Occupational & Environmental Health (UKZN), PhD in Disability Studies (UCT)

Dr Pratima Chitnis MBBS (BJ Medical College, Pune, India)

Dr Nare Sekoba BSc (University of Limpopo), BSc (Hons) (University of Limpopo), MHSc (NWU) PhD Human Physiology (UP)

Ms Pinky Gqiba Dip in Health Education (WSU) BA Speech and Hearing Therapy

(Wits) Adv Dip (Hearing Aids Acoustics (UP) Master of Public Health (WSU)

Mrs Chumani Mnto BA(Hon) in Speech & Hearing Therapy University of Witwatersrand
Masters in Early Childhood Intervention (MECI) University of Pretoria

Ms Samantha Gay B. Speech- Language and Health Therapy (Stellenbosch
University) MA Augmentative and Alternative Communication
(UP)

NGAP LECTURER

Ms Khomotjo Kgare Bachelor of Speech-Language Pathology & Audiology (UL-
Medunsa), Masters of Audiology (Wits University)

SLP PROGRAMME LEADER & CURRICULUM FACILITATOR

Dr Penny Flack BA Speech and Hearing Therapy (Wits); MA(Linguistics)
(Stellenbosch University); D.Ed. (UKZN)

CLINICAL PRECEPTORS

Ms Charne Christians B. Speech-Language Pathology (Stellenbosch University)

Ms Dharshini Naidoo B. Speech- Language and Hearing Therapy (Stellenbosch
University)

Ms Refiloe Masinge BA Speech-Language pathology (University of Pretoria)

CLINICAL ADMINISTRATOR

Ms Ntombi Jakucana National Diploma in Management Assistant, N6 Certificate Human
Resources Management and Financial Management

LABORATORY ASSISTANT

Ms Nambitha Hoyana BSc Zoology & Chemistry (UFH)

IMPORTANT INFORMATION FOR STUDENTS FOR 2024

This legal document serves as a contract between the student and the University for the duration of the student's studies at the University of Fort Hare.

Student will only receive a prospectus with their first registration and not annually.

RULES OF THE FACULTY OF HEALTH SCIENCES FOR BACHELOR'S DEGREES

The following rules and regulations of the Faculty must be read in conjunction with the provisions of the Higher Education Act, the University Statute and the general rules and regulations of the University. Where a student includes a module or modules from another faculty, the rules and regulations of that faculty apply to the module(s) in question.

HS1. Registration

- HS1.1** For returning student at registration student must register as though any outstanding special and/or supplementary examinations were failed. Should the student's promotion status (year level) change because of a module or modules passed during the special and/or supplementary examinations, s/he/they can change his/her/their registration at Late Registration.
- HS1.2** Any student who applies to be credited for modules, courses or qualifications obtained at another tertiary institution, is personally responsible for supplying the Faculty Manager with all the necessary documentary proof of such credits no later than the end of January during the first year of registration at the University of Fort Hare. The documentary proof required includes a statement by the issuing institution as to modules passed, the credit value (as a percentage also of the total annual requirement), and a full description of the module(s). In the case of credits obtained outside South Africa, a SAQA evaluation of the module(s) must also be attached. Failure to abide by this rule may result in the cancellation of the student's registration, but the student will still be liable for all the fees which would normally apply for the modules/courses the student registered for.
- HS1.3** A student who interrupts his/her/their studies for a period of six years or more shall forfeit such credits as determined by the University rules.
- HS1.4** If the rules of a degree are amended, a student who elects to continue under the old rules shall be permitted to do so for a maximum period corresponding to the minimum duration of the degree, unless the Faculty Planning and Management committee, in special circumstances, recommends otherwise. If s/he/they fail to obtain sufficient credits in any semester or interrupt his/her/their studies at any time, s/he/they shall be obliged to continue under the new rules.

HS2. Pre-requisites and Co-requisites

HS3. Number of credits per semester

No student shall be permitted to register for more than 80 credits in any one semester.

Notwithstanding that the Faculty Board, on the recommendation of the Heads of Departments, only in exceptional cases, permits a student in his/her final year of study, to register for additional 16 credits per semester.

HS4. Assessments

HS4.1 Unless specified otherwise in the module description, practical tests and/or practical assessments (formative) will be taken during the semester, and not during the examination period.

HS4.2 The semester mark and the examination mark shall each count 50% towards the final mark, except where the module description specifies a different composition or alternative method(s) of assessment.

HS4.3 A student may be admitted to a supplementary examination in a module in which s/he/they failed provided they obtained a final mark of at least 44 – 48 % + 40 % DP mark.

HS4.4 (HS 4.3) may be waived should any modules failed in the final year be deemed to constitute the last requirements for a degree.

- (a) A first semester supplementary examination may only be attempted in the scheduled examination period and may not be repeated or reconsidered at the end of the second semester.
- (b) A first semester outstanding module may only be attempted in the first semester supplementary examination scheduled examination period and may not be repeated or reconsidered at the end of the second semester.
- (c) A second semester outstanding module may only be attempted in the second semester supplementary examination scheduled examination period and may not be repeated or reconsidered thereafter.

HS4.4.1 The last outstanding module is determined by the Faculty/Department Examination committee meeting of the main examination of each semester and reported accordingly to the Examination office on the Faculty/Department Examination committee report submitted to the Examination office.

HS4.4.2 In the event of student writing and failing last outstanding module as an aegrotat examination, she/he will be permitted to rewrite this module in the next main examination cycle in the same year provided Examination office is informed accordingly on the Faculty/Department Examination committee report submitted to the Examination office e.g. The student writing and failing last outstanding module as an aegrotat examination in July/August examination cycle (Supplementary examination cycle), is permitted to rewrite this module in the November examination cycle in the same year.

HS4.5 Heads of Departments may grant a candidate an oral examination in a module where the candidate is (1) either close to qualify for a supplementary examination, 2) close to passing the module, or (3) close to obtaining a distinction in the module/subject.

HS4.6 In order to complete a module in a subject offered by a Faculty other than Faculty of Health Sciences, a student shall comply with the rules of the faculty concerned.

HS4.7 The student may be admitted to a supplementary examination in a module when s/he/they obtain 50 marks as final marks but obtains less than 40 mark (below sub minimum requirement) as examination mark.

HS5 Missed tests and practicals

If a student missed an arranged test or practical, s/he/they must submit a medical certificate to the Formative Assessor/ Lecturer no later than seven (7) calendar days from the date of the relevant test. If a student is absent for longer than 7 days, s/he/they must submit the doctor's certificate within 2 days of his/her/their return to classes. If a student has bereavement s/he/they must inform the Lecturer/Course Coordinator/HoD immediately and within 24 hours and must produce a death certificate when s/he/they return

HS6 Exclusion

A student who has failed to obtain the minimum number of credits towards a qualification (according to rule: 3.15 of the General Prospectus shall be excluded from the program on academic grounds.

ADMISSION FOR BACHELOR'S DEGREE IN HEALTH SCIENCES

Foreign Qualifications

Applicants are responsible for the evaluation of their qualifications by the South African Qualifications Authority (SAQA).

PROCEDURE FOR SPECIAL ADMISSION FOR BACHELOR'S DEGREE INTO HEALTH SCIENCES

Students who qualify for Mature Age Exemption (MAE)

Mature Age Exemption student (23 years and above) may be admitted for the Bachelor Degree programmes if they have a Senior Certificate. Admission programmes is on condition that a student has matriculated with Mathematics or Mathematics Literacy, Life Science and Physical Science as required under Standard Admissions. The number of modules that a mature student may register for is determined by their rating. The student must apply for Mature Age Exemption before admission in the University.

Recognition of Prior Learning (RPL)

Application for RPL shall be submitted a year before the intended registration year. Applications are submitted through the Teaching and Learning pre-screening by the teaching and learning officer.

DEPARTMENT OF HUMAN MOVEMENT SCIENCE

Bachelor of Health Sciences in Human Movement Science (84001)

HMS 1. Admission

It is recommended that English, Mathematics, Physical Sciences and Life Science be taken as Matriculation subjects. Candidates shall be admitted to the program if they have the following:

- A university entrance certificate equivalent to NQF level 4 with a 28/29 APS score
- Be proficient in English, having passed English with a D+ (level 4: 50-59%)
- Passed mathematics with a D+ (level 4: 50-59%) or mathematic literacy with a B+ (level 5: 60-69%)
- Passed Life Orientation with a D+ (level 4: 50-59%)
- Passed 4 other subjects with a D+ (level 4: 50-59%)

HMS 2. Duration

The curriculum shall extend over a minimum period of three years of full- time study and is only completed after the candidate has successfully completed (passed) all modules in the curriculum.

HMS 3. Examinations

HMS3.1 the semester mark and the examination mark each count 50% towards the final mark except where the module description specifies a different composition or alternative method(s) of assessment.

HMS3.2 to obtain distinction in a module, a student must attain at least 75% as final mark in a module.

HMS3.3 a student is permitted to write an examination provided they obtained 85% attendance for lectures, tutorials and practical's and has obtained at least 40% semester marks.

HMS4. Rules of progression from one level to the next.

- To be promoted to the next level, a student should obtain 75% of the year's credits to proceed to the next level.
- No student will be allowed to register for third-year (level 300) modules with first-year (100) modules outstanding.

DEPARTMENT OF NURSING AND PUBLIC HEALTH

Bachelor of Nursing (84040)

NSc 1. Admission

It is recommended that Mathematics, Physical Sciences and Life Science be taken as Matriculation subjects. Candidates shall be admitted to the program if they have the following: A university entrance certificate equivalent to NQF level 4 with a 28/29 APS score. Be proficient in English, having passed English with a level 4: 50-59%; Passed mathematics with a level 4: 50-59% or mathematic literacy with level 5: 60-69%; Physical Science with a level 4: 50-59%; Life Science level with a level 4: 50-59%; Life Orientation with a level 4: 50-59%, Geography with a level 4: 50-59% and Agricultural Science with a level 4: 50-59%.

NSc 2. Duration of the degree

This programme shall extend over a minimum period of 4 years of full-time study and a maximum of 6 years.

NSc 3. Restrictions

No candidate shall be admitted to the summative assessment in a module unless at least 85% of the prescribed class work, practicals, tutorials and/or assignments have been satisfactorily and timeously completed. Where a candidate has passed the practical component of a module with at least 60% at a previous attempt and is currently repeating the theoretical component, the Head of Department may exempt such a candidate from repeating the practical module but continue attending clinical practice. Candidates must apply in writing to the relevant Head of Department for such exemption and will be informed in writing if his/her request has been approved or not approved.

NSc 4. Rules of progression from one level to the next.

- To be promoted to the next level, a student should obtain a 75% credit to proceed to the next level.
- To be promoted to the second-year level, a student must have passed all the core modules at the first-year level.
- To be promoted to the third-year level, a student must have passed all the core modules at the second-year level,
- To be promoted to the fourth-year level, a student must have passed all the core (essentials) modules at third year level.
- A student who is repeating any module must continue his/her clinical training in the clinical areas as allocated.
- No student shall be permitted to register for higher-level courses whilst carrying outstanding clinical practical hours from the preceding level of study.
- **If a student fails the first-semester core module in a level, the student needs to de-register a core module of the second semester of that level.**

DEPARTMENT OF NATURAL AND REHABILITATIVE SCIENCES DEGREES

Bachelor of Speech-Language Pathology (84033) (Not offered in 2025)

SP 1. Admission

It is recommended that Mathematics, Mathematics Literacy, Physical Sciences and Life Science be taken as Matriculation subjects. Candidates shall be admitted to the program if they have the following:

- a university entrance certificate equivalent to NQF level 4 with a D+ (level 4) average
- be proficient in English, having passed English with a D+ (level 4) and another language e.g. isiXhosa with a D+(Level 4)
- have passed mathematic with a D+ (level 4) or mathematic literacy with a B+ (level 5)
- have passed Life Science and Physical/Natural Sciences with a D+ (level 4)
- Mature applicants (23 years+) need to have appropriate professional or science subjects.

SP 2. Duration

The curriculum shall extend over a minimum period of four years and a maximum of six years of full-time study. It entails systematic professional theoretical and clinical instructions.

SP 3. Restrictions

No candidate shall be admitted to the summative assessment in a module unless at least 85% of the prescribed class work, practicals, tutorials and/or assignments have been satisfactorily and timeously completed. Where a candidate has passed the practical component of a module with at least 60% at a previous attempt, and is currently repeating the theoretical component, the Head of Department may exempt such a candidate from attending practicals. Candidates must apply in writing to the relevant Head of Department for such exemption and will be informed in writing if his/her request has been approved or not approved.

SP4: Rules of progression from one level to the next.

- To be promoted to the next level, a student should obtain a 75% credit to proceed to the next level.
- A student repeating any module must continue his/her clinical training in the clinical areas as allocated.
- No student shall be permitted to register for higher-level clinical courses whilst carrying outstanding prerequisite theory modules.

IMPORTANT FACULTY SPECIFIC INFORMATION FOR ALL PROGRAMMES FOR 2025

Programmes that are being phased out.

- Bachelor of Nursing (84000)

New programmes

- Postgraduate Diploma in Public Health (84034)

The provisions of the General Prospectus apply to all faculties and registered students of the University, as well as all prospective students who have applied for admission to study at the University of Fort Hare. On admission to and registering to study at the University of Fort Hare, the student is responsible for ensuring that they familiarise themselves with the University rules applicable to their registration, as well as the relevant faculty-specific and programme-specific regulations and information as stipulated in the relevant Faculty prospectus.

UNDERGRADUATE QUALIFICATIONS

ADMISSION REGULATIONS

HIGH SCHOOL LEAVERS/FIRST-TIME ENTERING STUDENT

1. Student must possess a National Senior Certificate (NSC) endorsed with admission to a bachelor's degree and must have achieved a minimum Admissions Points Score (APS) of 27 (with Mathematics) or 28 (with Mathematical Literacy).
2. The APS and the GES are based on the achievement rating of each subject as indicated above and are the sum of the achievement ratings of the seven school subjects, keeping in mind that the performance rating achieved for Life Orientation must be capped at 3.
3. Prospective students currently in Grade 12 will be considered for admission to study at the University based on a Grade Eleven Score (GES) that is calculated in the same way as the APS using the final achievement ratings of the Grade 11 subjects.
4. Any student who has been provisionally admitted on the Grade 11 results will have to satisfy the minimum admission requirements in Grade 12 for registration for the relevant qualification as laid down by the University.
5. The GES and the APS are calculated as follows:
 - a) The prescribed seven subjects are used for the calculation of the GES and APS.
 - b) The GES and the APS of an applicant are the sum of the achievement ratings of the NSC subjects of that applicant, subject to the achievement rating of Life Orientation (10 credits) being divided by two in the calculation of the GES and the APS.
 - c) If applicants included more than the minimum of three electives in their NSC, the four compulsories and the best three of the electives are used.
 - d) If an elective is compulsory for admission, this subject must be included in the calculation.

TRANSFERRING STUDENT

1. An applicant for admission to study at the University of Fort Hare who is either:
 - (a) registered student at another institution at the time of application; or
 - (b) was previously registered at another institution or institutions and did not complete the programme enrolled for at that institution; or
 - (c) has completed studies at another institution (where there is a possibility of articulation and/or credit recognition and transfer), but is not currently enrolled at a tertiary institution; or
 - (d) was previously registered at UFH, then moved to another institution and wants to be readmitted

is regarded as a "transfer student" and the following rules apply to such an applicant's admission.

2. A transferring student will be considered for admission based on:
 - (a) an NSC or other equivalent recognized qualification or consideration in terms of the admission policy and programme specific entry requirements;

- (b) having completed a qualification at a tertiary institution with some equivalent subjects/modules passed, as well as complying with programme rules on admission;
- (c) previous academic performance

In addition, a transfer student will be required to provide a certificate of good conduct and a certificate of financial good standing from the current or previous institution, as the case may be.

RETURNING STUDENT

1. A returning student is a student who, at the time of application for a degree programme:
 - (a) is a registered student at UFH, and wants to change from one programme to another, or
 - (b) was previously registered at UFH and did not complete the programme enrolled for, did not register to study for period exceeding one academic year and did not enroll at another tertiary institution, who is applying for readmission, or
 - (c) has completed studies at UP but is not currently enrolled or was not enrolled at another tertiary institution after graduation.

3. The following will be considered when considering the readmission of a returning student:
 - (a) an NSC with bachelor's or diploma pass (whichever is applicable) or equivalent qualification with exemption; and
 - (b) meeting the minimum faculty-specific programme and subject requirements at NSC or tertiary level; or
 - (c) previous academic performance (should have a cumulative weighted average of at least 50% for the programme enrolled for).
 - (d) Confirmation of certificate of good standing as well as good financial standing.
 - (e) having applied and was granted leave of absence.

QUALIFICATIONS OFFERED BY THE FACULTY

UNDERGRADUATE PROGRAMMES

List of Undergraduate programmes

NQF LEVEL 7

Bachelor of Health Sciences in Human Movement Science

NQF LEVEL 8

Bachelor of Nursing

Bachelor of Science in Speech-Language Pathology **(Not offered in 2025)**

PROGRAMME	QUALIFICATION CODE	MINIMUM APS	ENGLISH	MATHEMATICS	MATHS LITERACY	NQF LEVEL & DURATION	CAMPUS
Bachelor of Health Sciences in Human Movement Science	84001	28/29	4	4	5	7	Alice
Bachelor of Nursing	84040	28/29	4	4	5	8	East London
Bachelor of Science in Speech Language Pathology	84033	28/29	4	4	5	8	East London

Department of Human Movement Sciences

Bachelor of Health Sciences in Human Movement Science

STUDY LEVEL ONE			
Module	Semester	NQF level	Credits
Foundation of HMS (C) HUS111	1	5	16
Anatomy and Movement (E) HUS112	1	5	16
Introduction to Psychology 1 (F) PSY111	1	5	16
Reading, Writing, Speaking and Listening Skills (G) ESP111	1	5	16
Total credits Semester 1			64
Motor Development Child Movement Experiences (C) HUS121	2	5	16
Introduction to Physiology (E) HUS122	2	5	16
Introduction to Psychology 2 (F) PSY122	2	5	16
Reading, Writing, Speaking and Listening Skills (G) ESP122	2	5	16
Total credits semester 2			64
Total credits academic year 1			128

STUDY LEVEL TWO			
Module description	Semester	NQF level	Credits
Motor Learning HUS216	1	6	16
Sport Physiology and exercise science principles HUS217	1	6	16
Sport nutrition HUS218	1	6	16
Personality Theory PSY211	1	6	16
Total credits Semester 2			64
Perceptual motor Learning HUS226	2	6	16
Applied Sport Physiology HUS227	2	6	16
Sport and workplace injuries HUS228	2	6	16
Developmental Psychology (A) PSY222	2	6	16
Total credits semester 2			64
Total credits academic year 2			128

Module description	Semester	NQF level	Credits
Psychology for physical activity and work HUS316	1	7	16
Recreation and sport management HUS317	1	7	16
Ergonomical principles and system design HUS318	1	7	16
Total credits Semester 2			32
Research Methods in Sport Physical Activity and proposal writing HUS321	2	7	32
Clinical physiology in work environment HUS327	2	7	16
Biomechanics of human movement in work and physical activity HUS328	2	7	16
Total credits semester 2			64
Total credits academic year 3			96

HUS 111: Foundation of Human Movement Science

Purpose: Knowledge and understanding of Foundations of sport and exercise science
 Contents: Introduction and history of Human Movement Studies, Movement Education and Sociological perspectives of sport

Instruction: All instruction is done in a blended learning approach which consists of face-to-face and online lectures/practical. Further details are provided in the module learning guide.

Assessment: Formative assessment through: Tests, practicals, assignments.
 Summative: 3-hour examination

Purpose: Introduce students to basic human movement through anatomy which include knowledge of the different bones, joints, and muscles

Contents: Understand the basic structural organization of the human body, Language of Anatomy, Cell structure, and Tissues, Identifying the location of all major bones, joints, and muscles of the human body as well as how these influence movements, structure and functions of relevant body systems

Instruction: All instruction is done in a blended learning approach which consists of face-to-face and online lectures/practical. Further details are provided in the module learning guide.

Assessment: Formative assessment through 3 tests, 2 practicals, 2 Assignments

Summative assessment: 3-hour examination paper

HUS112: Anatomy and Movement

HUS 121: Motor Development and Child Movement Experiences

Purpose:	Introduce student to the concepts of motor development processes and how they affect movement capabilities and experiences among child infants and children
Contents	Postnatal motor development of infants and children and development of fundamental movement skills.
Instruction	All instruction is done in a blended learning approach which consists of face-to-face and online lectures/practical. Further details are provided in the module learning guide.
Assessment	Formative assessment through tests, assignments and practical demonstrations. Summative assessment: 3-hour examination

HUS 122: Introduction to Physiology

- Purpose: Introduce students to basic physiological functioning of the human body.
- Contents: Cell functioning; mechanisms involved in carrying out functions of relevant body systems to maintain homeostasis
- Instructions: All instruction will be done in a blended learning approach, which will consist of face-to-face and online lectures/practicals. Further details are provided in the module learning guide.
- Assessments Formative assessment through 3 Tests, 2 Assignments, 2 Practicals
Summative assessment: 3-hour examination paper

HUS 216: Motor Learning

- Purpose: To provide student with fundamental concepts and application of motor learning in motor development, physical activity and sport performances.
- Contents: The module includes a background on professions with regards to motor learning in a South African context, principles of motor learning and how these principles apply to skill learning and development. Analyses of individual differences and motor abilities.
- Instructions: All instruction is done in a blended learning approach which would consist of face-to-face and online lectures/practical. Further details are provided in the module learning guide.
- Assessments Formative and Summative assessments

HUS 217: Sport Physiology and exercise science principles

- Purpose: To provide student with a basic knowledge regarding exercise physiology of the human body and this influences physical activity and sport
- Content: Basic energy systems of the human body during exercise. Analyses of the neuromuscular structures of the human body during exercise. Principles of the respiratory system of the human body during exercise.
- Instructions: All instruction is done in a blended learning approach, which consists of face-to-face and online lectures/practicals. Further details are provided in the module learning guide.
- Assessments: Formative and Summative assessments

HUS 218: Sport Nutrition

- Purpose: The module exposes students to the role that nutrition plays in health and sport.
- Content Introduction- the role of nutrition for exercise and health and sports performance. The role of carbohydrate, fat and protein in exercise. Fluid and electrolyte

balance in the human body. How to achieve healthy body weight and body composition. The role of minerals, antioxidant nutrients for exercise, and nutrition during rigorous physical activities.

Instructions: All instruction will be done in a blended learning approach consisting of face-to-face and online lectures/practical. Further details are provided in the module learning guide.

Assessments Formative and Summative assessments

HUS 226: Perceptual Motor Learning

Purpose: Introductory module to the concepts and aspects of perceptual motor learning and performance.

Contents: Background of the perceptual-motor development in children and related complications. Perceptual motor training in normal and children with mild motor challenges. Assessing Perceptual motor development. Use of perceptual-motor abilities/skills in sport talent development programs-ball games

Instructions: All instruction is done in a blended learning approach which consists of face-to-face and online lectures/practical. Further details are provided in the module learning guide.

Assessments Formative and Summative assessments

HUS 227: Applied Sport Physiology

Purpose To provide student with a basic knowledge regarding exercise physiology of the human body and the influence on physical activity and sport.

Content: Function of the cardiorespiratory system during exercise. Identifying the environmental influences on performance and exercise. Identifying and selecting the different methods of enhancing sport performance. Sound knowledge of the age and gender considerations in sport and physical activity

Instructions: All instruction will be done in a blended learning approach which would consist of face-to-face and online lectures/practical. Further details are provided in the module learning guide.

Assessments Formative and Summative assessments

HUS 228: Sport and workplace injuries

Purpose: To introduce students to injuries that relate to sport, physical activity, and the workplace.

Content: Introduction to functional anatomy and a brief overview of types of injuries, causes and acute treatment thereof. Neuromuscular structures of movement

and selected neuromuscular disorders applicable to different work environments. General disorders of bones and joints. Principles of sports and workplace injury assessment, prevention and rehabilitation.

Instructions: All instruction will be done in a blended learning approach which would consist of face-to-face and online lectures/practical. Further details are provided in the module learning guide.

Assessments Formative and Summative assessments

HUS 316: Psychology for physical activity and work

Purpose: To provide student with a basic knowledge regarding the influence of psychology in physical activity and work.

Contents: Influence of psychology in physical activity and work environment. The effect of anxiety, motivation, personality traits on physical activity and work. Sensory and autonomous control in movement (physical activity and in work environment). The study of psychological principles in a sporting context.

Instructions: All instruction is done in a blended learning approach, which consists of face-to-face and online lectures/practicals. Further details are provided in the module learning guide.

Assessments Formative and Summative assessments

HUS 317: Recreation and sport management

Purpose: To provide student with an elementary knowledge and understanding of sport management

Content: Bureaucratized and competency-based models and concepts of organizational design. Assessment of the present and future market climate for a sport or event by conducting SWOT (strengths, weaknesses, opportunities, and threats) analysis. The structure and designs of organisations. Principles and values of sport management and how it influences behaviour, and the way we can assess values hierarchically.

Instruction: Lectures, self-study and student presentation.

Instructions: All instruction is done in a blended learning approach which consists of face-to-face and online lectures/practical. Further details are provided in the module learning guide.

Assessments Formative and Summative assessments

HUS 318: Ergonomical principles and system design

- Purpose:** This module provides an overview of system design and how ergonomics principles are related. Furthermore, the module strives to ensure that participants have a sound understanding of how to ensure that ergonomics programmes are successfully implemented and highlight some of the key barriers to success.
- Content:** Knowledge of all the basic design paradigms as they apply to ergonomics; Understanding of legislation relevant to ergonomics in South Africa; implement principles or participatory ergonomics in their field of work and able to communicate the benefits of ergonomics from different perspectives
- Instructions:** All instruction will be done in a blended learning approach which would consist of face-to-face and online lectures/practical. Further details are provided in the module learning guide.

Assessments Formative and Summative assessments

Research Methods in Physical Activity and proposal writing

HUS 321: Research Methods in Physical Activity and proposal writing

- Purpose:** Student to acquire the research fundamentals applied in health related physical activity and sport settings.
- Contents:** The research process and statistical and measurement concepts. Compiling a research proposal
- Instruction:** Lectures, practical activities, self-study and student presentations.
- Instructions:** All instruction is done in a blended learning approach which would consist of face-to-face and online lectures/practical. Further details are provided in the module learning guide.
- Assessments** Formative and Summative assessments

HUS 327: Clinical physiology in work environment

- Purpose:** To introduce student to clinical applications of exercise physiology when servicing the community in the field of fitness, health and wellness.
- Contents:** The assessment and treatment of Endocrine and Metabolic disorders. Assessment and treatment of Cardiovascular and Respiratory System diseases. Oncology and Immune disorders and treatment
- Instructions:** All instruction will be done in a blended learning approach which would consist of face-to-face and online lectures/practical. Further details are provided in the module learning guide.
- Assessments** Formative and Summative assessments

HUS 328: Biomechanics of human movement in work and physical activity

Purpose: To provide student with basic principles of Biomechanics and how they are applied in sport and physical activity.

Contents: The description and explanation of motion which include linear, angular and general motion. Identifying biomechanical risk factors at work

Instruction: Lectures, practical activities, self-study and student presentations.

Assessment: Continuous assessment through tests, assignments and report writing.

Summative assessment: 3-hour examination

Department of Nursing and Public Health**Bachelor of Nursing**

The Department of Nursing and Public Health has one undergraduate Nursing Qualification (Bachelor of Nursing Qualification 84040).

STUDY LEVEL ONE				
Module	Semester	NQF level	Prerequisite/co-requisite	Credits
Fundamental Nursing Science, 1A NFN111E	1	5	None/NFP 101E	16
Multi-Disciplinary Team, Ethical and Legal Issues, NMD111E	1	5	None/NFP 101E	16
Human Anatomy 1A, HAN112E	1	5	None	08
Introduction to Psychology, PSY111E	1	5	None	16
Human Physiology 1A, HPS112E	1	5	None	08
Total credits Semester 1			None	64
Fundamental Nursing Science, 1B NFN121E	2	5	NFN 111E/ NFP 101E	16
Fundamental Nursing Science Practical, NFP101E	year	5	None	32
Human Anatomy 1B, HAN122E	2	5	None	08
Human Physiology 1B, HPS122E	2	5	None	08
Total credits semester 2				64
Total credits academic year 1				128

STUDY LEVEL TWO				
Module description	Semester	NQF level	Prerequisite/co-requisite	Credits

Comprehensive Nursing Science 1A NCN212E	1	6	NFN121E/ NCP201E	16
Microbiology, MCB 212E	1	6	None	16
Pharmacology, PMC 212E	1	6	None	08
Introduction to Sociology, SOC 111E	1	6	None	16
Total credits Semester 2				56
Comprehensive Nursing Science Practical 1 NCP202E	Year	6	NFP101E	32
Comprehensive Nursing Science 1B NCN222E	2	6	NCN212E/ NCP201E	16
Comprehensive Introduction to Midwifery, NCM221E	2	6	None	16
Pharmacology, PMC 222E	2	6	None	08
Total credits semester 2				72
Total credits academic year 2				128

STUDY LEVEL THREE				
Module description	Semester	NQF level	Prerequisite/co-requisite	Credits
Comprehensive Nursing Science 2A NCN312E	1	7	NCN221E/ NCP301E	16
Comprehensive Nursing Science Practical 2 NCP301E	Year	7	NCP 201E	32
Midwifery (Antenatal Care) 1A NMA311E	1	7	NCM221E/ NMP301E	16
Research Methodology NRM311E	1	7	None	16
Total credits Semester 1				80
Midwifery (Low-Risk Childbirth) 1B NMC321E	2	7	NMA311E/ NMP301E	16
Comprehensive Nursing Science 2B, NCN322E	2	7	NCN312E/ NCP301E	16
Unit Management 1 NMU 321E	2	7	None	16
Midwifery Practical 1 NMP301E	Year	7	NCM221E	32
Total credits semester 2				80
Total credits academic year 3				160
STUDY LEVEL FOUR				
Module description	Semester	NQF level	Prerequisite/co-requisite	Credits
Comprehensive Nursing Science 3 (Specialised Care) NCN412E	1	8	NCN321E/ NCP401E	16

Unit Management and Health Information Systems NMI411E	1	8	NUM311E/ NCP401E	16
Midwifery (High-Risk) 2A NMH411E	1	8	NMC 321E/ NMP401E	16
Total credits Semester 1				48
Midwifery (Neonatal Care) 2B NMN421E	2	8	NMH411E/ NMP401E	16
Midwifery Practical 2 (ESMOE Drills), NMP421E	2	8	NMP301E	16
Comprehensive Nursing Science Practical 3 NCP401E	year	8	NCP301E	32
Research Project, NRP421E	2	8	NRM311E	16
Total credits semester 2				80
Total credits academic year 4				128

Fundamental Nursing Science

NFN 111E: Fundamental Nursing Science (1A)

Purpose:	To prepare the student with essential knowledge, skills, and values, which will enable them to function comprehensively in collaboration with all stakeholders at the community and hospital level, and to provide appropriate integrated care to the individual, family as well as the community
Contents	Internal homeostasis: Fluid balance, Temperature, pulse and respiration, Blood pressure • Basic human needs: Nutrition, elimination, comfort, rest, sleep needs, mobility, and exercise needs • Safety in nursing practice: First aid, Patient's rights, Child growth and development
Instruction	Lecturers, self-study and student presentation
Assessment	Formative: Two tests, 1 assignment and 1 presentation Summative: One three-hour written examination/ semester
Target group	All year one undergraduate Nursing Science student

Fundamental Nursing Science (1B)

NFN 121E: Fundamental Nursing Science (1B) (Semester 2)

Purpose:	The purpose of the module is to prepare the student with essential knowledge, skills, and values, which will enable them to function comprehensively in collaboration with all stakeholders at the community and hospital level, and to provide appropriate integrated care to the individual, family as well as the community.
Contents:	Pre- and post-operative care Classification of and process of wound healing, Hemorrhage First aid management of the following: Unconscious patient, poisoning, burns, asphyxia, epistaxis Care of a dying patient (End-of-life care), Oxygen therapy Introduction to disorders of the musculoskeletal system Integrated Management of Childhood Illnesses (IMCI): Expanded Program of Immunization Schedule (EPI), Developmental Milestones, Diarrhoea, Breastfeeding
Instruction:	Lecturers, self-study and student presentation

Assessment: Formative: Two tests, 1 assignment and presentation
Summative: One three-hour written examination/ semester
Prerequisite: NFN111E
Target group: All year one undergraduate Nursing Science student

Fundamental Nursing Science Practical

NFP101E: Fundamental Nursing Science Practical
Purpose: To engage in community-based education activities using the correct community entry process.
To assess, diagnose, plan, implement and evaluate the necessary interventions for the individuals, families, and communities.
To equip students with knowledge, skills, and attitudes to enable them to develop and understand professional issues that influence the provision of optimal patient care or clients in hospital-based and specialized community-based settings.
Contents Admission and care for patients' property, Oxygen therapy. Transfer of patient, Discharge of patient. Bed bath, care to back and pressure parts. The last offices, taking temperature, pulse and respiration, Intake and output, Urine testing, Measuring of blood pressure.
Instruction Demonstration and clinical teaching.
Assessment **Formative** Workbook, Clinical skills feedback + 75% Clinical allocated hours
Summative Objective Structured Clinical Evaluation (OSCE)
Co-requisite NFN 111E and NFN 121E
Target group All year one undergraduate Nursing Science student.

Multi-Disciplinary Team, Ethical & Legal Issues

NMD111E: Multi-Disciplinary Team, Ethical & Legal Issues

Purpose: This module will prepare the student with essential knowledge, skills, and values to function as professional nurses. The knowledge of laws and regulations as well as the ethical foundations will be studied and debated in this module. The position of the nurse within the multidisciplinary team and the functions of a nurse will be deliberated.
Contents Councilors & Traditional leaders; Traditional Health Practitioners; Religious Leaders; PHC Ward Based Outreach Teams; Health promotion; Nursing Act; Professional accountability; Basic ethical decision making (Ethical conduct); Professional organization/ South African Nursing regulations; Functions of a nurse (meaning of the lamp in the pledge of service); Batho Pele and Patients' Rights Charter.
Instruction Overview lecturers, self-study and student presentation
Assessment Formative: Two tests, 1 assignment and one presentation
Summative: One three-hour written examination/ semester
Target group All year one undergraduate Nursing Science student

Comprehensive Nursing Science 1A:

NCN 212E: Comprehensive Nursing Science (1A)

Purpose: The purpose of this module is to equip the student with knowledge and skills that will assist the student in rendering holistically nursing care of selected conditions in body systems, responsive to the needs of the individual following national legislative and policy frameworks

Contents	Cardiovascular system, Endocrine system, Respiratory system, Digestive system, Pain and pain management
Instruction	Lectures, self-study, and student presentation
Assessment	Formative: Two tests, 1 assignment and presentation, discussions, quizzes Summative: One three-hour written examination/ semester
Prerequisite	NFN 121E
Target group	All year two undergraduate Nursing Science students

Comprehensive Nursing Science

NCN 221E: Comprehensive Nursing Science (1B)

Purpose:	The purpose of this module is to prepare the student with essential knowledge and skills that will enable them to render general nursing care using the national guidelines and policy frameworks, responsive to the needs of the individual, the family, and the community.
Contents	Urinary system; Shock; Reproductive system; Palliative care, Health Policies and Related Guidelines (including WHO, Hospice Palliative Care Act guidelines; Birth and death registration Health Act.
Instruction	Lectures, self-study, and student presentation
Assessment	Formative: Two tests, 1 assignment and presentation, discussions, quizzes Summative: One three-hour written examination/ semester
Prerequisite:	NCN 212E
Target group:	All year two undergraduate Nursing Science student

Comprehensive Nursing Science practical

NCP201E: Comprehensive Nursing Science practical

Purpose:	The purpose of this module is to equip student with cognitive, affective, and psychomotor skills that will enable them to perform nursing activities and care in hospital-based and specialised community-based settings
Contents	History taking; Physical examination: Inspection, palpation, percussion and auscultation Counselling and Testing; Administration of medication: oral and injections; Removal of wound sutures and clips; Change of underwater chest drain; care of a stoma without contamination, Female catheterisation. Nasogastric tube insertion and feeding; Preparing and assisting for bone marrow biopsy, preparing for a lumbar puncture, liver biopsy and Paracentesis abdominis
Instruction	Demonstration and clinical teaching
Assessment	Formative: Workbook, Clinical skills feedback + 75% Clinical allocated hours Summative: Objective Structured Clinical Evaluation (OSCE) two skills.
Prerequisite	FNP NFP101E
Target group	All year two undergraduate Nursing Science student

Comprehensive Introduction to Midwifery

NCM 221E Comprehensive Introduction to Midwifery

Purpose:	This module will introduce and equip the students with the essential knowledge, skills and values required for midwifery practice within its dynamics while providing supportive care to the woman and the family during the perinatal period within the Primary Health framework and hospital setting. It will enable the students to apply midwifery knowledge and practice consistently thus reflecting a clear understanding and interpretation of the requirements of SANC and Health Care legislation and standards of care. The students
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will be built towards functioning as competent practitioners in providing quality care and support to families, women and babies.

Contents	<ul style="list-style-type: none"> • History of Midwifery • SANC regulations, relevant ethics, laws, policies applicable to midwifery care. • Better Births Initiatives & Safe Motherhood principles • Socio-cultural issues affecting a pregnant woman • Foetal development, maternal pelvises and changes during pregnancy • Prepare a pregnant woman, foetus and family for healthy pregnancy outcomes, childbirth and family changes within the woman's context/background. <ul style="list-style-type: none"> • A birth plan developed according to the individual woman's needs • Supportive care strategies (Companionship) during the perinatal period
Instruction	Lectures, self-study, presentations, demonstrations, and clinical teaching
Assessment	Formative: Tests, POE+ Presentation + Clinical Skill + 75% Clinical allocated hours Summative: 1 x 90-minutes paper, Objective Structured Clinical Evaluation (OSCE) one skill.
Prerequisite	None
Target group	All year two undergraduate Nursing Science student

NB. SOC111E and PSY111E are Offered in the Faculty of Science and Humanities. Visit the prospectus of the Faculty of Science and Humanities.

Comprehensive Nursing Science (2A)

NCN312E Comprehensive Nursing Science 2A (Sem. 1)

Purpose: To equip the students with knowledge and skills in providing comprehensive nursing care of the sensory, and mental health pathologies, care to patients utilizing nursing skills applicable to individuals, families, and communities at a secondary and tertiary level of care with a scientific approach within national legislative and policy frameworks.

Content: History taking of the mentally ill and Mental Status Evaluation (MSE)
Legal aspects of mental health. Mental Health Care Act 17 of 2002
Symptomatology of mental illness and classification of specific psychopathologies using the latest Diagnostic Statistical Manual – DSM₅TM
Assessment and management of patients with eye and vision disorders
Assessment and management of patients with hearing and balance, nasal and throat disorders.
Assessment and management of patients with dermatologic problems

Instruction: Lectures, self-study, and student presentation

Assessment: **Formative:** tests, assignment, discussions, quizzes and presentation
Summative: A final three-hour examination paper.

Prerequisite: **NCN221E**

Target group: All year three undergraduate Nursing Science students

Comprehensive Nursing Science 2B

NCN321E: Comprehensive Nursing Science 2B (Sem. 2)

Purpose: The purpose of the module is to equip the student with the knowledge, and skills to provide safe, organised holistic, comprehensive general care to individuals, families, and communities at a secondary and tertiary level of care using the scientific approach

Content: within national legislative and policy frameworks in conditions of the:
 Assessment and management of patients with oncological
 Assessment and management of patients with immunodeficiency disorders.
 Assessment and management of patients with auto-immune disorders
 Assessment and management of patients with neurological, and sensory-perceptual disorders.
 Assessment and management of patients with musculoskeletal disorders
 Rehabilitation

Instruction: Lectures, self-study, and student presentation

Assessment: **Formative:** tests, assignment, discussions, quizzes and presentation
Summative: A final three-hour paper final examination.

Prerequisite: Comprehensive Nursing Science 2A (NCN 312E)

Target group: All year three undergraduate Nursing Science student

Comprehensive Nursing Science Practical 2

NCP301E: Comprehensive Nursing Science Practical 2

Purpose: To equip students with cognitive, affective, and psychomotor skills that will empower students to perform nursing activities with care in hospital-based and specialised community-based settings.

Content: Eye swabbing, application of eye ointment and instillation of eye drops.
 Blood taking
 Neurological examination
 Wound suturing
 History taking – Mental Status Evaluation
 Patient Presentation
 Basic Counselling

NON-COMPETENCY SKILLS:

Preparation for endotracheal intubation
 Checking of defibrillator machine and assisting during defibrillation.
 Taking a 12 lead Electrocardiogram

Instruction: Demonstration and clinical teaching

Assessment: **Formative:** Feedback on all the skills, Workbook, and clinical hours 75% of the required hours for the year level)
Summative: OSCE (Objective Structured Clinical Evaluation) clinical hours 100% of the required hours for the year level)

Prerequisite: NCP 201E

Target group: All year three undergraduate Nursing Science students

Unit Management, 1 (Sem. 2)

NMU321E: Unit Management 1 (Sem. 2)

Purpose: The purpose of this module is to manage a health care unit and health facility based on the understanding of the roles and relationships within the multidisciplinary. Policies and principles of management overview.

Content: Nursing theories
 Principles of Management
 Coordination in a healthcare unit
 Clinical Teaching, Learning,
 Assessment and Supervision

Preceptorship, Mentoring, Coaching, and Professional Growth
 Labour relationships and
 Labour Relations Act
 Basic Condition of Employment, Occupational Health and Safety Act
 Skills Development Act and other employment-related acts
 Human resource development and management
 Performance management and appraisal

Instruction: Lectures, self-study, and student presentations.

Assessment: **Formative:** Discussion taking part in all roles within the group (chair, scribe, and timekeeper) Presentation attendance profile (NB: Presentations are compulsory), Tests and (special tests for students with special needs), Assignments and class activities, and role plays
Summative: Three (3) Hour Examination

Prerequisite: None

Target group: All year three undergraduate Nursing Science student

Midwifery (Antenatal Care) 1A (Semester 1)

NMA311E: Midwifery (Antenatal Care) 1A (Semester 1)

Purpose: The module aims to equip the student with the knowledge, skills and values required for midwifery practice within its dynamics and to manage and prevent complications that may arise during the antenatal period. To enable the students to function as competent practitioners in providing quality care to women and families, within the Primary Health framework and hospital setting.

Content: Provision of care in line with the following and other policies and guidelines:
 SANC Regulations related to Midwifery.
 International Confederation of Midwives
 SDG 2015-2030, National Maternity Guidelines and other related policies
 National & Provincial Health Strategic Plans
 Contemporary issues in maternal and child: ethical and legal issues
 Contemporary issues: private practice in Midwifery, violence against women, teenage pregnancy, and the role of traditional birth attendants
 South African Nursing Council Regulations and Policies related to Midwifery practice.
Low-risk pregnancy
 Anatomy and physiology affecting conception and childbirth, including childbirth terminology.
 Assessment, diagnosis and admission of low-risk pregnant women during the antenatal period according to the available policies, maternal guidelines and protocols including SANC regulations.
 Monitoring and management of a low-risk pregnant woman during the antenatal period according to the available policies, maternal guidelines and protocols including SANC regulations.
High-risk pregnancy
 Assessment, diagnosis, and admission of low-risk pregnant women during the antenatal period according to the available policies, maternal guidelines and protocols including SANC regulations.

Instruction: Lectures, self-study, and student presentations.

Assessment: **Formative:** 2 tests, 1 assignment, discussions, quizzes, 1 presentation
Summative: 1 x 3hour examination,

Prerequisite: Comprehensive Introduction to Midwifery (NCM 221E)

Target group: All year three undergraduate Nursing Science student

Midwifery (Low-Risk Childbirth) 1B (Semester 2)

NMA321E: Midwifery (Low-Risk Childbirth) 1B (Semester 2)

Purpose: The module aims to equip the student with the knowledge, skills and values required for midwifery practice within its dynamics and to manage and prevent complications that may arise during the intrapartum and postpartum periods. To enable the students to function as competent practitioners in providing quality care to families, women and babies, prepartum, intrapartum and postpartum within the Primary Health framework and hospital setting.

Content: Provision of care in line with the following and other policies and guidelines:
SANC Regulations related to Midwifery.
International Confederation of Midwives
SDG 2015-2030, National Maternity Guidelines and other related policies
National & Provincial Health Strategic Plans
Contemporary issues in maternal and child: ethical and legal issues are informed consent, maternal autonomy, resource allocation, maternal mortality and morbidity, medical negligence, respect for cultural and religious beliefs and legal framework in the birthing unit.
Low risk intra and postpartum care
Assessment, diagnosis, admission and management of low-risk childbirth and puerperium using SANC guidelines, the national maternal and international policies/guidelines and SANC regulations.
Interpreting the observations of significant changes and laboratory results for the diagnosis and a possible referral where a potential risk to the mother and/or baby exists.
Applying knowledge of technology and different tools used in the monitoring and provision of safe midwifery care to low-risk women in a variety of healthcare settings during intra and postpartum care for low-risk women.
Applying Evidence-Based practices (EBP) that improve the health of low-risk birthing and postpartum women
Vertical Transmission Prevention (VTP) of HIV and Antiretroviral drugs within the context of HIV during childbirth and puerperium of a low-risk woman.

Instruction: Lectures, self-study, and student presentations.

Assessment: **Formative:** 2 tests, 1 assignment, discussions, quizzes, 1 presentation
Summative: 1 x 3 - hour examination.

Prerequisite: Midwifery (Antenatal Care) 1A (NMA 311E) (Semester 1)

Target group: All year three undergraduate Nursing Science student

Midwifery Practical 1

NMP301E Midwifery Practical 1

Purpose: The module aims to equip the student to apply the knowledge, skills and values required for midwifery practice within its dynamics to prevent and manage complications that may arise during the antenatal, intrapartum and postpartum periods. To enable the students to function as competent practitioners in providing quality care to families, women and babies, prepartum, intrapartum and postpartum within the Primary Health framework and hospital setting.

Content: Low Risk Care
Antenatal care
History taking, Physical assessment and abdominal palpation during pregnancy.
Monitoring of pregnancy and foetal growth using an Antenatal Card in a low-risk pregnancy
Counselling and HIV Testing of pregnant women: Vertical Transmission Prevention

(VTP)

Care during Labour

Admission and Care of the labouring woman during the first stage of labour

Performing a vaginal examination during labour

Monitoring of labour using a Partogram in a low-risk pregnancy

Monitoring and management of the second, third and fourth stages of a low-risk woman in labour

Examination of the placenta

Postnatal care

Physical assessment and care of a woman during the postnatal period

Provide Long-Acting contraception to women.

High Risk Care

History taking, physical assessment and abdominal palpation during a high-risk pregnancy.

Monitoring of fetal growth using an Antenatal Card in a high-risk pregnancy

Monitoring of labour using a Partogram in a high-risk pregnancy

Witnessing and/or assisting during a difficult/abnormal delivery, episiotomy, vacuum extraction, forceps delivery, caesarean section

Instruction: Demonstration and clinical teaching

Assessment: Formative: Feedback of two skills, workbook, clinical hours 75% of the required hours for the year level)

Summative: OSCE (two skills) clinical hours 100% of the required hours for the year level)

Prerequisite: Comprehensive Introduction to Midwifery (NCM 221E)

Target group: All year three undergraduate Nursing Science student

Research Methodology

NRM311E: Research Methodology

Purpose: To introduce learners into research concepts, research approaches and principles as they investigate nursing and health-related problems to improve quality of care. To equip student with knowledge, and critical, analytical thinking skills that will enable students to understand the research process. To gain the skills in developing the research proposal and writing. Skills required in conducting research process and values required for ethical consideration. To demonstrate knowledge of the nature and types of quantitative and qualitative research methods and their uses in nursing research.

Content: Orientation to health science research
The scientific method used in research.
Research terminology
Selecting/identifying research topics
Research aim, objectives, and questions
Approaches to research Qualitative Research, Quantitative Research, Mixed method approaches designs and methods.
Ethical considerations

The Research Processes and Research Proposal Writing

Instruction: Lectures, self-study, and student presentations.

Assessment: **Formative:** Presentations, Test and Assignments

Summative: 45-minutes examination paper, research proposal

Prerequisite: None

Target group: All third-year undergraduate Nursing Science students

YEAR 4 MODULES

Comprehensive Nursing Science 3 (Specialized Care)

NCN412E: Comprehensive Nursing Science (Specialized Care)

Purpose: To prepare the students with essential knowledge and skills that will enable them to render specialized nursing care using technology in intensive care unit, operating theater and in the emergency care unit. Application of the national guidelines and policy frameworks to the needs of the individual, the family, and the community.

Content: Peri-Operative Nursing Care
Introduction to Emergency Nursing
Assessment and management of patients with fluid and electrolyte imbalance, acid-base imbalance, and dysrhythmias.
Assessment and management of patients with acute respiratory distress syndrome, pulmonary oedema, pulmonary embolism, fat embolism and disseminated intravascular coagulation.

Instruction: Lectures, self-study, and student presentation

Assessment: Formative: tests, assignment, discussions, quizzes and presentation
Summative: 3-hour examination paper

Prerequisite: NCN321E

Target group: All year four undergraduate Nursing Science students

Comprehensive Nursing Science Practical 3

NCP401E: Comprehensive Nursing Science Practical 3

Purpose: The purpose of the module is to equip the student with knowledge, skills, and values for providing safe organized holistic care in a specialised units to individuals, families and communities at a secondary and tertiary level of care using the scientific approach. To prepare the student to provide comprehensive general nursing within national legislative and policy frameworks.

Content: Emergency trolley & cardiopulmonary resuscitation, Administration of intravenous therapy, Application of skin traction, Preparation, assisting, and monitoring for Central Venous Pressure, Budgeting, Scheduling of off duties, ordering of scheduled drugs, Administration of scheduled drugs, Control of drugs, Stock and equipment control, Holding Seminars and Risk Assessment & Management.

Non- Proficiency Skills

Prepare, and assist application and removal of Plaster of Paris (POP), Prepare and assist insertion of the Underwater Drainage

Instruction: Demonstration and clinical teaching

Assessment: **Formative:** Workbook, POE, Clinical skills feedback and 75% clinical hours and for the allocated year.
Summative: OSCE (two skills) clinical hours 100% of the required hours for the year level)

Prerequisite: Comprehensive Nursing Science Practical 2

Target group: All year four undergraduate Nursing Science students

Research Project

NRP422E: Research Project

- Purpose:** The purpose of this module is to familiarize the student with the nature, types, and uses of both quantitative and qualitative research methods in health sciences and be able to write a mini dissertation. To stimulate interest in Health Science research, and to encourage the student to read further or carry out their research.
- Content:** Application of research process acquired in the first semester by developing a research proposal in any of the areas of interest in any of the co-requisite modules
Research proposal writing Research proposal presentation Research project submission
- Instruction:** Lectures, self-study, and student presentations.
- Assessment:** Mini dissertation
- Prerequisite:** Research methodology
- Target group:** All year four undergraduate Nursing Science student

Midwifery (High Risk) 2A

NMH411E: Midwifery (High Risk) 2A

- Purpose:** The purpose of the module is equipping the student with the knowledge, skills and values required for midwifery practice within its dynamics and to diagnose, prevent, manage and refer complications that may arise during childbirth and puerperium. To enable the student to function as competent practitioners in providing quality care to families, women, and babies during intrapartum, and postpartum care within the primary health framework and hospital setting.
- Content:** **High-risk childbirth and puerperium**

Bleeding during childbirth and puerperium, Malpresentations, Obstructed labour, Maternal and Foetal distress, Surgical and operative procedures, Emergencies in childbirth, Puerperal Complications, Urinary and vaginal complications in the puerperium, Mental illness in puerperium and Vertical Transmission Prevention (VTP) of HIV and Antiretroviral drugs within the context of HIV during childbirth and puerperium
- Instruction:** Lectures, self-study, and student presentations.
- Assessment:** **Formative:** tests, assignment, discussions, quizzes and presentation
Summative: 3-hour examination,
- Prerequisite:** Midwifery (Low-Risk Childbirth) 1B (NMC 321E)
- Target group:** All four-year undergraduate Nursing Science student

Midwifery (Neonatal Care) 2B

NMN421E: Midwifery (Neonatal Care) 2B

- Purpose:** The purpose of the module is to equip the student with the knowledge, skills and values required for midwifery practice within its dynamics and to assess, diagnose, prevent, manage and refer complications that may arise related to the neonate; To enable the student to function as competent practitioners in providing quality care to families, women, and babies during low-risk and high-risk neonatal care within the primary health framework and hospital setting.
- Content:** Assess, monitor and manage a normal newborn baby.
Anatomy and physiological changes affecting the newborn baby.
Assessment, diagnosis, monitoring, and care of a normal newborn baby according to the available policies, maternal guidelines and protocols including SANC regulation.
Assess, diagnose, provide emergency care and refer a sick newborn baby.
Preterm neonate: hyperthermia, respiratory distress syndrome, nutrition in preterm neonates and entero-colitis
Birth injuries
Abnormalities and complications of the neonate
Congenital disorders:
Infant and young child feeding in the context of HIV
Vertical Transmission Prevention (VTP)
- Instruction:** Lectures, self-study, and student presentations.
- Assessment:** **Formative:** tests, assignment, discussions, quizzes and presentation
Summative: 3-hour examination,
- Prerequisite:** Midwifery (High Risk) 2A (NMH 411E)
- Target group:** All four-year undergraduate Nursing Science student

Midwifery Practical 2 (ESMOE Drills)

NMP401E: Midwifery Practical 2 (ESMOE Drills)

- Purpose:** The purpose of this module is to equip the student midwife with the knowledge, skills and values required for midwifery practice within its dynamics and to prevent complications that may arise. To enable the students to function as competent practitioners in providing quality care to families, women, and babies, during intrapartum, postpartum, and neonatal care within the Primary Health framework and hospital setting.
- Content:** ESMOE DRILLS

Immediate care of the newborn baby, APGAR scoring, Physical and Neurological examination of the newborn baby, Resuscitation of a newborn baby, Care of the sick neonate, Evidence-based care e.g. Help Baby Breath Initiative (HBB), Kangaroo Mother Care (KMC), etc.
- Instruction:** Demonstration and clinical teaching

Assessment: Formative: Feedback of two skills, workbook, clinical hours 75% of the required hours for the year level)
Summative: OSCE (two skills) clinical hours 100% of the required hours for the year level)
Prerequisite: Midwifery Practical 1 (NMP 301E)
Target group: All four-year undergraduate Nursing Science student

Unit Management and Health Information Systems

NMI 411E: Unit Management and Health Information System

Purpose: To equip students with knowledge, skills, and attitudes to develop and understand professional issues that influence the provision of optimal patient care or clients in hospital-based and specialized community-based settings.

Content: Professionalism: Characteristics of a profession and role model of a professional nurse; Organization in a nursing unit; Conflict management and decision-making process; Communication in the Nursing Unit; Records and statistics; Labour Relations; An industrial relations programme in the health care industry; Grievance resolving process; Hearing and disciplinary action. Management of a nursing unit; Management systems, levels, and styles; Risk Management; Asset Management; Financial management & Audits; Clinical Governance & Strategic Management; Trend Analysis. Commissioning a Health Care Institution; Leadership; Data management in Health; Trend Analysis; Ethical and Legal Systems in nursing. Health informatics: Health information systems use overview; Health information governance policies; Characteristics of a good health information system; Electronic health records; Coding and classification system. Contemporary issues in health information management.

Instruction: Lectures, self-study, and student presentations.

Assessment: **Formative:** Presentation of learning objective in class. Participation in natural settings (hospitals and clinics). Tests and assignments, Presentations attendance is compulsory)

Summative: 3-hour examination,

Prerequisite: NMU 321E

Target group: All year four undergraduate Nursing Science students

Department of Natural and Rehabilitative Sciences

Bachelor of Speech-Language Therapy

There are no pre- and co-requisites for these first-year modules.

STUDY LEVEL ONE				
Module	Semester	NQF level	Prerequisite/co-requisite	Credits
Introduction to Professional Practice IPR112E	1	5		8
Human Physiology 1 A HPS 112E	1	5		8
Human Anatomy 1 A HAN 112E	1	5		8
Introduction to Speech and Hearing Sciences ISH112E	1	5		8
Introduction to Psychology 1A PSY111E	1	5		16
Community Engagement and Health Promotion CEH121E	1	5		8
Total Credit Semester 1				64
Introduction to Communication Development ILC121E	2	5		16
Introduction to Audiology ITA121E	1	5		8
Introduction to Psychology 1B PSY122E	2	5		16
Neuroanatomy and physiology for speech and hearing NAP 121E	2	5		16
Total Credit Semester 2				64
Total credits academic year 1				128

STUDY LEVEL TWO				
Module	Semester	NQF level	Prerequisite/co-requisite	Credits
Child Language and Developmental	1	6		16

Disorders CLD211E				
Phonological and Articulation Disorders PAA212E	1	6		16
Personality theory and Social Psychology personality (PSY211E)	1	6		16
Aural Rehabilitation ARH 211E	1	6		16
Clinical Education 2A CLE211E	1	6		8
IsiXhosa Linguistics (1A) XHS111E	1	5		16
Total Credit Semester 1				88
Voice and Resonance VAR221E	2	6		8
Fluency Disorders FLD221E	2	6		8
Early Communication Intervention ECI221E	2	6		8
Developmental Psychology PSY222E	2	6		16
Clinical Education 2 B CLE 221E	2	6		16
Total Credit Semester 2				56
Total credits academic year 2				144

STUDY LEVEL THREE				
Module	Semester	NQF level	Prerequisite/c o-requisite	Credits
Dysphagia DYS311E	1	7		16
Neurogenic language disorders ANL311E	1	7		16
Neurogenic speech disorders NSD311E	1	7		16
Clinical Education 3 A CLE311E	1&2	7		16
Clinical Education 3 B CLE312E	1&2	7		16
Total Credit Semester 1				64
Severe Communication Disorders SCD321E	2	7		8
Augmentative and Alternative Communication (AAC) AAC223E	1	6		8

Language Learning and Literacy LL322E	2	7		16
Research Methodology RSM321E	2	7		16
Clinical Education 3 A CLE321E	1 &2	7		16
Clinical Education 3 B CLE322E	1&2	7		16
Total Credit Semester 2				64
Total credits academic year 3				128

STUDY LEVEL FOUR				
Module	Semester	NQF level	Prerequisite/c o-requisite	Credits
Clinical Education 4 A CLE411E	1&2	8		32
Clinical Education 4 B CLE 412E	1&2	8		32
Clinical Education 4 A CLE421E	1&2	8		32
Clinical Education 4 B CLE 422E	1&2	8		32
Research Project RSP403E	1&2	8		32
Integrated Case Seminars INT401E	1&2	8		16
Health Administration and Management HAM421E	2	8		8
Disability and Community Engagement DCE411E	1	8		8
Total Credit Semester 1 &2				128
Total credits academic year 4				128

First-year modules: target is all 1st year student registered for the Bachelor of Speech Language Therapy

IPR 112E- Introduction to professional practice

Purpose: To Introduce the student to the profession of speech language pathology and to the principles and legal and ethical framework for professional practice, as well as personal attributes and skills necessary for the profession.

Content: History of the profession, SLT role and multi-disciplinary work, legal and ethical issues, clinical skills, scope of practice and areas/ domain of practice, the ICF.

Instruction: Lectures

Assessment Formative 2 quizzes; summative 1 assignment (20%), ;1 test & (30%); 1x examination (50%)

ISH112E Introduction to Speech and Hearing Sciences

Purpose: To introduce the student to physics of sound, psychoacoustics and speech production

Content: Nature of sound including the dimensions and parameters of sound transmission, analysis and measurement; human perception of sound including the range of hearing and the concepts of threshold, loudness and pitch; how speech is produced including the nature of speech and its anatomical basis; articulation, voice production, resonance ; linguistic functions of speech sounds; spectrogram.

Instruction: lectures, practicals and tutorials

Assessment Formative and summative: tests (25% each) 1x examination (50%)

PSY111E: Introduction to Psychology 1 – first semester (Foundation)

Purpose: The purpose of this module is to introduce student to the field of Psychology as a science and a profession. It also aims to demonstrate how human behaviour is influenced by our knowledge of the structure and function of the nervous system.

Contents: The evolution of Psychology, biological bases of behaviour, sensation and perception

Instruction: Contact Lectures

Assessment: per Psychology Department

PSY122E: Introduction to Psychology 1 – second semester (Foundation)

Purpose: The purpose of this module is to expose student to different areas of health including stress and coping mechanisms. Furthermore, it aims to acquaint student with the sub-discipline of social psychology and the fundamental concepts of the research process related to the field of social sciences.

Contents: A selection from the following sub modules; stress, coping and health social psychology, introduction to research in the social sciences and psychology

Instruction: Contact Lectures

Assessment: per Psychology department

ILC122E- Introduction to Communication Development

- Purpose:** To familiarize students with the development of typical communication, with reference to speech, language and hearing
- Content:** The neuro-biological, social, cognitive and sensory-perceptual bases of speech and language development; the developmental stages of communication from preverbal communication through speech and language development across the lifespan; theories underpinning development of more than one language in typically developing children; developmental stages in different South African languages, with particular reference to the languages of the Eastern Cape.
Introduction of linguistic concepts which include phonetics, phonology, morphology, syntax, semantics, pragmatics, socio-linguistics, psychology of language, historical linguistics and multilingualism; will include models of communication; , principles of normal development, key aspects of communication.
- Instruction:** Contact Lectures
- Assessment:** Formative and summative: assignment (20%) 2 test at 15% each (30%) & 1x written examination (50%)

ITA121E Introduction to Audiology

- Purpose:** To introduce the student to the principles and procedures in audiology, hearing assessments using basic audiometric procedures for speech language therapists; describing hearing loss, the impact of hearing loss on development of speech and language
- Content:** Auditory pathology and the impact on hearing; types of hearing impairment, scope of practice of Audiologist vs Speech language therapist in the identification and management of hearing of the individual with hearing loss, impact of hearing loss on the development of communication including speech and language. Behavioural screening of hearing in children: screening tools, overview of assessment of hearing relevant to the scope of practice of the speech language therapist; interpretation of the audiogram.

Instruction: Lectures

Assessment: Formative: and Summative:: 1 assignment (25%),;1 test (25%) 1x written examination (50%)

CEH121E- Community Engagement and Health Promotion

- Purpose:** To expose student to community engagement so they can develop skills to work in community-based rehabilitation, understand community roles in rehabilitation. To develop student' skills to work in a multidisciplinary team and to understand issues of disability.
- Content:** Community entry and participation; Community profiling ,Rapid Participatory Approach (RPA);Health needs analysis and disease profile, determinants of health; burden of disease; health care systems and levels (focus on primary health are and comprehensive health care approach,) Health Education and Health Promotion; International Classification of Functioning, Disability and Health (ICF)
- Instruction:** Lectures , tutorials, community field trip
- Assessment:** Formative and Summative – assignment (20%), 2 test at 15% each (30%) & 1x examination (50%)

XHS111E IsiXhosa linguistics for speech therapy

- Purpose:** To equip student with knowledge of the isiXhosa language structure, typical development of isiXhosa; phonetic and phonological description of the sounds of language, in particular isiXhosa ;the isiXhosa sound system; phonological rules in Morphology, Syntax and Semantics.
- Content:** Introduction to Linguistics- Phonology, Morphology, Syntax, Semantics & Pragmatics.
Speech production (the process by which thoughts are translated into speech).The components of speech production: Phonation, Resonance, Fluency, Intonation Pitch Voice Initiation.
Introduction to isiXhosa Phonetics: Introduction to IsiXhosa phonology and phonological rules. Influence of phonetics & phonology in syntax. morphology and semantics.
- Assessment:** Continuous assessment through tests and assignments
- Prerequisite:** Completion of BSc. Speech-Language Pathology 1

Second Year Modules: target is all 2nd year students in the programme

CLD211E Child Language and Developmental Disorders

- Purpose:** To prepare students with the necessary knowledge and skills to for clinical practice; to introduce developmental disorders that could affect typical development of spoken and written language in children.
- Content:** Models of child language disorders; classification and characteristics of language disorders, cause, manifestation, and consequences of language disorders at different ages; difference between developmental language disorders and language learning disability, Paediatric language assessment and intervention approaches to developmental language disorders using informal and formal procedures; bilingualism, comprehensive report writing
- Instruction:** Lectures and tutorials
- Assessment:** 1 x assignments (20%) 2 x Test (equally weighted at 15% each), 30%Written Exam (50%).
- Prerequisite:** Introduction to Communication Development; Introduction to professional practice; Introduction to Speech and Hearing Science; Introduction to Audiology

PAA212E- Phonological and Articulation Disorders

- Purpose:** To provide students with a foundation in the assessment and intervention of speech sound disorders in children.
- Content:** Nature of speech sound system disorders, classification of speech sound disorders, prevention, promotion, assessment and management of speech sound disorders using formal and informal procedures, approaches to intervention for speech sound disorders, including motor and linguistic approaches.

Instruction: Lectures and tutorials

Assessment: Formative: and Summative assessment: . 2 x assignments (equally weighted at 15% each), 30%1 Test (20%); Written Exam; (50%).

Prerequisite: Introduction to professional practice; Introduction to Speech and Hearing Science; Introduction to communication development; Introduction to Audiology Neuroanatomy and physiology for speech and hearing

ARH211E Aural Rehabilitation

Purpose: To develop the student's knowledge and understanding of the prevention, identification, assessment and intervention of communication disorders in children with hearing loss.

Content: Role of speech therapist in aural rehabilitation; hearing loss i.e. nature, aetiology, choices in treatment; speech characteristics in acquired hearing loss; factors to consider within the SA context; comprehensive assessment approach; auditory skills assessment; auditory training; Nature of training: formal vs informal training; benefits of auditory training; speech-and-lip reading; attitudes towards hearing loss; counselling.

Instruction: Lectures and tutorials

Assessment: Formative and Summative assessment: 1 x assignments (20%) 2 x Tests (30%); Written Exam (50%).

Prerequisite: Introduction to professional practice; Introduction to Speech and Hearing Science; Introduction to communication development; Introduction to Audiology; Neuroanatomy and physiology for speech and hearing.

FLD221E Fluency Disorders

Purpose: To provide student with the theory and procedural knowledge necessary to assess and manage fluency disorders in children and adults.

Content: Definition of relevant terms pertaining to fluency disorders; Current theories on the causes, onset and development of stuttering across the Lifespan; Cultural perspectives on fluency disorders; Interaction of bi/multilingualism and stuttering; Assessment of stuttering across the lifespan; Intervention of stuttering across the lifespan; Other disorders of fluency - Assessment and intervention; The effects of dysfluency on activity, social participation and context from an ICF Perspective; Public awareness related to fluency disorders.

Instruction: Lectures and tutorials

Assessment: Formative and summative: 1 assignment (15%; 2x case studies equally weighted, (one assessment plan and one intervention plan) at 10% each (20%); 1 test (15%) 1 x 2 hour examination (50%)

Prerequisite: Introduction to professional practice; Human Anatomy 1A; Introduction to communication development; Human Physiology 1A; Neuroanatomy and physiology for speech and hearing; Introduction to psychology 1A' Introduction to psychology 1B

PSY211E Introduction to Psychology Personality theory and social psychology

Purpose: The purpose of this module is to expose student to learning and cognitive processes including memory, thinking and the language. Furthermore, this module intends to enable student to differentiate between areas of health psychology, including human sexuality and HIV/AIDS.

Contents: A selection from the following sub modules; Basic principles of learning, memory, thinking and Language, human sexuality and HIV/AIDS, Motivation and Emotions

PSY221E Introduction to Psychology Developmental psychology

Purpose: This is a foundation course in psychology. The purpose of the module is to introduce student to the field of psychology, including the following areas of specialization: An introduction to the sub-field of psychological disorders and psychopathology; introducing student to the field of psychotherapy, including various approaches to help people overcome personality; introducing student to intelligence, language and thought as well as cognitive processes.

Contents: Introduction to psychopathology/psychological disorders, psychotherapy and counselling, introduction to intelligence, language and thought and cognitive processes.

Instruction: Lectures

Assessment: Continuous assessment through tests and assignments as per
Psychology Department
Prerequisite: Completion of Psychology 1

ECI221E Early Communication Intervention

Purpose: To develop the student's knowledge and understanding of the prevention, identification, assessment and intervention of communication disorders in infants and toddlers (0 - 3 years).

Content: The rationale and theory of early intervention in Speech-Language Therapy practice will be introduced. Principles of screening, identification, assessment and management of communication and feeding difficulties in early childhood intervention, with a focus on specific risk populations. Models of service delivery and applications to the South African context; efficacy of early intervention.

Instruction: Lectures, tutorials and practical sessions

Assessment: Formative and Summative: assignment/workshop plan (30%), information sheet 10% assessment plan 10% ; 1x 3 hour examination (50%)

Prerequisite: Introduction to professional practice; Human Anatomy 1A; Introduction to communication development; Human Physiology 1A; Neuroanatomy and physiology for speech and hearing.

VAR222E Voice and Resonance Disorders

Purpose: Integrate knowledge of the anatomy, physiology and neurology of voice with an understanding of voice and resonance disorders, including causes, symptoms, and treatment.

Content: Introduction and orientation to voice as a speech system; Anatomy and physiology of the larynx and voice production; Theoretical models of the physiology of voice; Causes of voice disorders; Voice assessment; Voice Management/Rehabilitation; Promotion and prevention activities in specific populations at risk for voice disorders; The effects of voice disorders on social participation from an ICF perspective.

Instruction: Lectures Assessment Formative and Summative assessment: Assignments (20%), Test (30%)Written Exam (50%).

Prerequisite: Introduction to professional practice; Human Anatomy 1A; Introduction to communication development; Human Physiology 1A; Neuroanatomy and physiology for speech and hearing; speech and hearing science

CLE211E Clinical Education 2 A

Purpose: To provide student with supervised clinical training in the screening for hearing loss in the preschool population.

Content: Supervised clinical practice (interview, observation, rating scales, checklists, behavioural screening); record keeping, referral processes and correspondence

Instruction: Clinical practice
Assessment: Continuous assessment
Prerequisite: Introduction to professional practice; Human Anatomy 1A; Introduction to communication development; Human Physiology 1A; Neuroanatomy and physiology for speech and hearing; Introduction to audiology

CLE221E Clinical Education 2 B

Purpose: To provide students with supervised clinical training in the promotion, prevention, identification, assessment, treatment planning and management of children with articulation and phonological disorders.

Content: Supervised clinical practice in the assessment and management of phonological and articulation disorders in children, Skills in (interviewing, observation, use and analysis of rating scales, checklists, behavioural sampling and standardised tests; informal assessment; Clinical skills

Instruction: Clinical Practice

Assessment: Continuous assessment

Prerequisite: Introduction to professional practice; Human Anatomy 1A; Introduction to communication development; Human Physiology 1A; Neuroanatomy and physiology for speech and hearing; Introduction to audiology

Third Year Modules: Target: All 3rd year students in the programme

DYS311E- Dysphagia

Purpose: Develop student' knowledge and understanding of the nature of swallowing disorders in adult and paediatric population, as well as the principles and procedures for the assessment and management of swallowing disorders in adults and paediatric populations.

Content: Aetiology and presentation of typical swallowing and dysphagia; assessment of adult and paediatric swallowing; Intervention for swallowing disorders in adults; tracheostomy and laryngectomy; differential diagnosis, assessment and management of swallowing disorders in South Africa from practice within the international arena as well as related aspects of ethics; dysphagia in the paediatric population including children with Cerebral Palsy (CP); Paediatric Traumatic Brain Injury; Autism Spectrum Disorders; Childhood Apraxia of Speech.

Assessment: Formative and Summative assessment: .2 x class tests (25% each); Written Exam (50)

Prerequisite: Child Language and Developmental Disorders ;Personality theory and Social Psychology Voice and Resonance Disorders; Early Communication Intervention; Developmental Psychology

ANL311E Acquired Neurogenic Language Disorders

Purpose: To develop students' knowledge and understanding of the nature (aetiology and characteristics), assessment and management of acquired neurogenic

language disorders such as aphasia.

Content: Promotion and prevention activities in specific populations at risk for neurogenic language disorders; Nature, assessment and management of acquired neurogenic language disorders, such as aphasia, right hemisphere damage, cognitive linguistic impairment. Classification and identification of acquired neurogenic language disorders; Differential Diagnosis of various acquired neurogenic language disorders; Theoretical models of assessment and intervention with reference to contextual, cultural, linguistic and socio-economic diversity;

Instruction: Lectures and tutorials

Assessment: Formative and Summative assessment: assignments (20%),; 2X Test (15%+15%)=30%; Written Exam (50%).

Prerequisite: Child Language and Developmental Disorders; Personality theory and Social Psychology Voice and Resonance Disorders; Fluency; Disorders; Developmental Psychology

AAC323E Alternative and Augmentative Communication

Purpose: To introduce the student to the foundations of alternative and augmentative communication, including assistive devices AAC ; intervention for children and adults with complex communication needs

Content: Terminology and theoretical concepts related to augmentative and alternative communication; AAC systems: aided, unaided, high-tech and low-tech systems ;advantages and disadvantages of different AAC systems; selection of AAC systems ; regulations and policies that pertain to users of AAC devices. Guiding principles of assessment of children and adults with complex communication needs for AAC, guided by the participation model and the International Classification of Functioning, Disability and Health (ICF) framework.

Instruction: Lectures and tutorials

Assessment: Formative and summative: assignment (25 %), ;1 test (25%) & 1x examination (50%)

Prerequisite: Neuroanatomy and physiology for speech and hearing; Early Communication Intervention; Child Language and Developmental Disorders

NSD311E Neurogenic Speech Disorders

Purpose: To develop student's knowledge and understanding of the nature, assessment and management of neurogenic speech disorders.

Content: Recap of Neuroanatomy and neurophysiology of neurogenic speech disorders, causes, classification and identification. Theoretical models of assessment and intervention, considering contextual, cultural, linguistic and socio-economic diversity; differential diagnosis of motor speech disorders counselling, multidisciplinary collaboration; the effects of neurogenic disorders on activities of daily living and re-integration from an ICF perspective; Palliative care, evidence-based practice; Promotion and prevention activities in specific populations at risk for neurogenic disorders.

Instruction: Lectures, tutorials and practicals

Assessment: Formative and summative: Test (25%); Assignment (25%); Written Exam (50%)

Prerequisite: Child Language and Developmental Disorders ; Phonological and Articulation Disorders ; Voice and Resonance Disorders; Fluency Disorders ; Early Communication Intervention; Developmental Psychology.

SCD321E Severe Communication Disorders

Purpose: To advance students' knowledge and understanding of the nature of severe communication disorders and the assessment and management of children and adults with or at risk for severe communication disorders.

Content: Nature (aetiology and characteristics) of conditions resulting in severe communication disorders, promotion, prevention, screening , assessment and intervention of children and adults with or at risk for severe communication disorders, including but not limited to Autism Spectrum Disorder, Intellectual Disability, Cerebral Palsy, Craniofacial Disorders and communication disorders in children infected with or affected by HIV/AIDS

Instruction: Lectures tutorials and practicals

Assessment: Formative and Summative assessment: . 2x Test (25% each) =50% 1x Written Exam (50%).

Prerequisite: Early Communication Intervention; Child language development; Neuroanatomy and physiology for speech and hearing

LLL322E Language Learning and Literacy

Purpose: To introduce the student to principles related to child language, learning and literacy development and difficulties.

Content: The prevention, promotion identification, assessment and intervention for those at risk for and presenting with language learning disorder:, including auditory processing disorders, attention deficit hyperactivity disorder, dyslexia , language learning disorder; core concepts underpinning development of literacy, written language including reading and spelling; bilingualism and multicultural issues; LLD in the child whose language for learning is not L1; assessment and intervention principles within the primary health care context and a multi- lingual environment such as phonological awareness, Simple View Theory; structured systematic phonics. Current issues, controversies, and developments in the field; .policy (national and provincial levels) around inclusive education and LSEN.

Instruction: Lectures tutorials and practical sessions

Assessment: Formative and Summative: 1x written case studies (5%) . 1 Test (25%)1 Assignment (20%) Written Exam (50%).

Prerequisite: Phonological and Articulation Disorders; Child Language and communication disorders; Early Communication Intervention; Developmental psycholog

RSM321E Research Methodology

Purpose:	This module aims to introduce student to a broad and comprehensive overview of conventional research approaches with the focus on quantitative, qualitative and epidemiological principles of research as well as theoretical and practical understanding of the issues of research methods in speech and language science.
Content:	Principles of research in speech language science and other health-related fields; the research process ; research design including both quantitative and qualitative approaches to conducting research ; the critique and evaluation of research studies for appropriate utilization of research findings in practice.
Instruction:	Lectures
Assessment:	Continuous

CLE311E & CLE 321E- Clinical Education 3 A

Purpose:	Clinical practice in prevention, promotion identification, assessment and intervention children at risk for or with developmental language disorders, including infants and toddlers..
Content	Assessment methods and tools, including formal, standardized and dynamic assessment; evidence based intervention approaches and methods, professional oral and written communication and reporting to all stakeholders
Instruction	Clinical practice
Assessment	Continuous
Prerequisite	Child language and developmental disorders; early communication intervention ; aural rehabilitation; clinical practice 2 B

CLE312E& CLE322E- Clinical Education 3 B

Purpose:	Clinical practice in prevention, promotion identification, assessment and intervention children and adults with or at risk for fluency , voice or resonance disorders
Content	Clinical practice in prevention, promotion identification, assessment, and intervention for adults and children with fluency or voice disorders. Assessment methods and tools, including formal, standardized and dynamic assessment; evidence-based intervention approaches and methods, professional oral and written communication and reporting to all stakeholders
Instruction	Clinical practice
Assessment	Continuous
Prerequisite	Fluency disorders, Voice and resonance disorders; aural rehabilitation; clinical practice 2 B

Fourth Year Modules: target group all fourth-level students in the programme

CLE411E & CLE421E- Clinical Education 4A

- Purpose:** Clinical practice in prevention, promotion, identification, assessment and intervention for children with or at risk for severe or complex communication disorders.
- Content:** Clinical practice in prevention, promotion, identification, assessment and intervention for individuals with or at risk for severe or complex communication disorders, including the use of Augmentative and Alternative Communication (AAC); this includes children with hearing loss, language-based learning disorders, cerebral palsy, developmental dysarthria of speech, intellectual disability, childhood apraxia of speech and autism spectrum disorder. Service provision in multiple contexts; service delivery modules in different contexts, e.g. group therapy, classroom-based intervention, community-based intervention, supporting families, educators and facilitators of individuals with complex communication disorders. Relevant policy regarding rights, access to education, access to social grants, access to health care, and educational issues.
- Instruction:** Clinical practice
- Assessment:** formative and summative; including case presentation, written reports, oral case based examination Format
- Prerequisite:** Aural rehabilitation (2nd year); Clinical Education 3 A and 3 B; Neurogenic speech disorders ; Acquired neurogenic language disorders Severe Communication Disorders; Language Learning and Literacy; Augmentative and Alternative Communication (AAC) ; Dysphagia

CLE412E & CLE422E Clinical Education 4 B

- Purpose:** Clinical practice in prevention, promotion, identification, assessment and intervention for adults at risk for or presenting with neurologically acquired communication and swallowing disorders
- Content:** Clinical practice in prevention, promotion, identification, assessment and intervention for adults at risk for or presenting with neurologically acquired communication and swallowing disorders, such as aphasia, motor speech disorders (dysarthria and apraxia of speech), traumatic brain injury, dementia, right hemisphere disorders, and dysphagia. Service provision in multiple contexts; service delivery modules in different contexts, e.g. group therapy, community-based intervention, supporting families of individuals with complex communication and/ or swallowing disorders. Relevant policy regarding rights, access to social grants, access to health care, employment rights and accommodations.
- Instruction:** Clinical practice
- Assessment:** formative and summative, including case presentation, written reports, oral case-based examination format
- Prerequisite** Clinical Education 3 A and 3 B; Neurogenic speech disorders ; Acquired neurogenic language disorders; Augmentative and Alternative Communication (AAC); Dysphagia.

RSP403E- Research Project

- Purpose:** Students should independently complete a research project and present the findings in a research report that meets departmental requirements.
- Content:** Identification of a research area and topic.; formulation of a research question.; development of a research proposal; review of literature relevant to topic; the methodological framework of the study (research design, study context, aims objectives, sample population, sampling technique/s, data collection procedure, data collection tools, ethical and legal considerations, data analysis methods and issues around reliability and validity); Compilation of necessary information documents, consent forms and letters to gatekeepers for access.
- Instruction:** Tutorials; independent study
- Assessment:** Summative assessment: Written report (100%)
- Prerequisite:** Neurogenic speech disorders; Acquired neurogenic language disorders; Augmentative and Alternative Communication (AAC); Severe Communication Disorders ; Language Learning and Literacy; Dysphagia; Research Methodology

INT402E- Integrated Case Seminars

- Purpose:** To equip students with the necessary tools and skills to critically review case documents, identify areas for further assessment or differentially diagnose complex paper cases. The student will have the opportunity to refine their core knowledge of communication disorders, enhance their ability to manage multifaceted cases, and associated clinical decision-making skills, refine their abilities in the critical review of research evidence, and demonstrate the application of current research to their clinical practice
- Content:** Case studies covering complex clinical cases for discussion, which pose either diagnostic dilemmas or difficulties in treatment from a placement. A seminar format as follows: outline the theoretical and clinical background to the case and current evidence-based practice for management; include research, experiential exercises, presentations, and case discussion on the application of clinical decision-making, evidence-based practice and patient outcomes.
- Instruction:** Seminars
- Assessment:** Summative assessment: Group case presentation (40%); Individual case presentation(60%); no exam
- Pre-requisite:** Neurogenic speech disorders; Acquired neurogenic language disorders; Augmentative and Alternative Communication (AAC) ; Severe Communication Disorders; Language Learning and Literacy; Research Methodology

HAM421E- Health Administration and Management

- Purpose:** To develop student' knowledge and understanding of health administration and management within the framework of Speech-Language Pathology.

Content: Conduct strategic planning for purpose of development of Speech and language practice/service and business plan; the regulation, process of registration and limits of naming the practice; different types of business legalities for Speech and language practice; the importance of diagnostic coding; PFMA and basic financial management; HR professional employments contracts and registration with relevant employment bodies; principles of sourcing, storing and maintenance of equipment and medical devices; Monitoring and evaluation of clinical services for quality assurance.

Instruction: Lectures

Assessment: formative and summative: Summative 1 x assignment (20%),; 2x test equally weighted 15% each (30%) 1x examination (50%)

Prerequisite: nil

DCE411E Disability and Community Engagement

Purpose: To introduce the student to the modules and principles related to disability and management of these patients within the community.

Content: Revisit the ICF for critical review (International Classification of Functioning, Disability and Health); models of disability, relevant South African and global legislation, policy, and regulations regarding disability, with particular reference to communication disability and communication as a human right; occupational and support services; collaborative care, advocacy, expert witness, medico-legal reports.

Instruction: Contact lectures and practical sessions

Assessment: Formative and summative: Summative assessment: Test (15%); Assignments (case study) (35%),; Written Exam (50%)

Prerequisite: Neurogenic speech disorders; Acquired neurogenic language disorders; Augmentative and Alternative Communication (AAC); Severe Communication Disorders; Language Learning and Literacy; Aural rehabilitation.

Instruction: Lectures and tutorials

Assessment: Formative and summative: assignment (25 %), 1 test (25%) & 1x examination (50%)

Prerequisite: Neuroanatomy and physiology for speech and hearing; Early Communication Intervention; Child Language and Developmental Disorders

CALENDAR DATES/SESSIONAL DATES FOR 2024

Calendar date/Sessional dates for 2024 can be found on the University of Fort Hare website
<http://www.ufh.ac.za>

TIMETABLES FOR THE FACULTY

Lecture Venues for Department of Nursing Science Programmes (84040) (East London Campus) New Teaching & Learning Centre/ Blackboard

Module	Lecture Group
NFN111E	Fundamental Nursing Science, 1A
NMD 111E	Multi-Disciplinary Team, Ethical and Legal Issues
HAN 112E	Human Anatomy 1A
PSY111E	Introduction to Psychology
HPS 112E	Human Physiology 1A
NFN121E	Fundamental Nursing Science, 1B
NFP101E	Fundamental Nursing Science Practical
HAN 122E	Human Anatomy 1B
HPS 122E	Human Physiology 1B
NCN211E	Comprehensive Nursing Science 1A
MCB 212E	Microbiology
PMC 212E	Pharmacology 1A
SOC 111E	Introduction to Sociology
NCP201E	Comprehensive Nursing Science Practical 1
NCN221E	Comprehensive Nursing Science 1B
NCM221E	Comprehensive Introduction to Midwifery,
PMC 222E	Pharmacology 1B
NCN311E	Comprehensive Nursing Science 2A
NCP301E	Comprehensive Nursing Science Practical 2
NMA311E	Midwifery (Antenatal Care) 1A
NRM311E	Research Methodology
NMC321E	Midwifery (Low-Risk Childbirth) 1B
NCN321E	Comprehensive Nursing Science 2B,
NMP301E	Midwifery Practical 1
NCN411E	Comprehensive Nursing Science 3 (Specialised Care)
NMI411E	Unit Management and Health Information Systems
NMH411E	Midwifery (High-Risk), 2A
NMN421E	Midwifery (Neonatal Care) 2B
NMP401E	Midwifery Practical 2 (ESMOE Drills),
NCP401E	Comprehensive Nursing Science Practical 3
NRP421E	Research Project,

Lecture Timetable for Human Movement Programmes (Alice Campus)

Time	Monday	Tuesday	Wednes	Thursday	Friday
08:00-08:45	B	F	D	A	E
08:55-09:40	A	B	G	D	C
09:50-10:35	A	B	E	D	C
10:45-11:30	C	D	A	G	F
11:40-12:25	E	G	F	C	H
12:35-13:20	E	G	F	B	H
14:00-16:00	Practicals				
14:00-14:40	D	A	G	H	B
14:45-15:25	D	A	G	H	B
15:30-16:10	H	E	C	F	H
16:15-16:55	H	E	C	F	H

Bachelor of Health Sciences in Human Movement Science (84001)

Semester 1	Course Code	Semester 2	Course code
Foundation of HMS (C)	HUS 111	Motor Development Child Movement Experiences (C)	HUS 121
Anatomy and Movement (E)	HUS 112	Introduction to Physiology (E)	HUS 122
Introduction to Psychology 1 (F)	PSY 111	Introduction to Psychology 2 (F)	PSY 122
Reading, Writing, Speaking and Listening Skills (G)	ESP 111	Reading, Writing, Speaking and Listening Skills (G)	ESP 122
Motor Learning	HUS 216	Perceptual motor Learning	HUS 226
Sport Physiology and exercise science principles	HUS 217	Applied Sport physiology	HUS 227
Sport nutrition	HUS 218	Sport and workplace injuries	HUS 228
Personality Theory and Social Psychology (A)	PSY 211	Development Psychology (A)	PSY 222

Psychology for physical activity and work	HUS 316	Research Methods in Sport Physical Activity and proposal writing	HUS 321
Recreation and sport management	HUS 317	Clinical physiology in work environment	HUS 327
Ergonomical principles and system design	HUS 318	Biomechanics of human movement in work and physical activity	HUS 328

Bachelor of Health Sciences Honours in Human Movement Sciences (84020)

Semester 1	Course code	Semester 2	Course code
Exercise Physiology and Exercise Science	HUS 511	Motor Control and Human Development	HUS 521
Research Proposal Writing And Management of Research Project	HUS 515	Psychology of Sport Performance	HUS 522
Analyses of Movement in Sport and Exercise Science	HUS 514	Sport Management	HUS 523
Mini Research project	HUS 524		

Lecture venues for Sciences Programmes (East London Campus) New Teaching & Learning Centre/ Blackboard

Bachelor of Speech Language Pathology (84033)

Year 1	
Module	Lecture Group
Semester 1	
IPR112	Introduction to Professional Practice
APH111E	Basic Anatomy for Speech and Hearing
ISH112E	Introduction to Speech and Hearing Sciences
PSY111E	Introduction to Psychology 1A
CLT111E	Introduction to computer literacy
Semester 2	
EAI121E	Early Communication Intervention
ILC121E	Introduction to Language and Communication Development
ITA121E	Introduction to Audiology and Sign Language
PSY122E	Introduction to Psychology 1B
CEH121E	Community Engagement and Health Promotion
APH122E	Applied Anatomy for Speech and Hearing
CLE101	Clinical Education 1 A&B

Year 2	
Module	Lecture Group
Semester 1	
CLD211E	Child Language and Development Disorders
PAA211E	Phonological and Articulation Disorders
FLD211E	Fluency Disorders
PSY211E	Psychology 2 A & B
XHS111E	IsiXhosa Linguistics for Speech Therapy
Semester 2	
VAR221E	Voice and Resonance
AAC223E	Augmentative and Alternative Communication (AAC)
MSD221E	Motor Speech Disorders
CLE201E	Clinical Education 2 A&B

Year 3	
Module	Lecture Group
Semester 1	
SWD311E	Swallowing Disorders
ACB311E	Aphasia and Cognitive Based Dysfunction
HAM311E	Health Administration and Management
RSM311E	Research Methodology
Semester 2	
CAC321E	Congenital and Acquired Communication Disorders
DCE321E	Disability and Community Engagement
LL321E	Language Learning and Literacy
CLE301E	Clinical Education 3 A&B

Year 4	
Module	Lecture Group
Semester 1 &2	
CLE401E	Clinical Education 4 A&B
RSP402E	Research Project
INT401E	Integrated Case Seminars

POSTGRADUATE PROGRAMMES

List of postgraduate Programmes Offered

NQF LEVEL 8

Postgraduate Diploma in Public Health

Postgraduate Diploma in Clinical HIV/AIDS Management

Bachelor of Health Sciences Honours in Human Movement Science

NQF LEVEL 9

Master of Health Science in Human Movement Science

Master of Nursing

Master of Public Health

NQF LEVEL 10

Doctor of Nursing

Doctor of Philosophy in Human Movement Science

DEPARTMENT OF HUMAN MOVEMENT SCIENCE

Bachelor of Health Sciences Honours in Human Movement Science (BHS Hons HMS) 84020

Admission

- Completed a Bachelor degree with HMS as major
- Completed HMS 300 and achieved a 65% average for HMS 300 subjects

Duration

- One-year full-time study

Modules

Semester 1	Course code	Credits	Semester 2	Course code	Credits
First-year NQF 8					
Exercise Physiology and Exercise Science	HUS 511	16	Motor Control and Human Development	HUS 521	16
Research Proposal Writing And Management of Research Project	HUS 515	16	Psychology of Sport Performance	HUS 522	16
Analyses of Movement in Sport and Exercise Science	HUS 514	16	Sport Management	HUS 523	16
			Mini Research Project	HUS 501	32

Description of the Modules

HUS 511: Exercise Physiology and Exercise Science

Purpose: To provide students with advanced knowledge of areas in exercise physiology and the practical application to improve sport performance.

Contents: Adaptation of neuromuscular- and cardiorespiratory structure; long terms adaptation from training in hypo-, hyperbaric- and micro gravity environment; and physiological evaluation of various components.

Instruction: Lectures, self-study and student presentation.

HUS 515 Research proposal writing and management of research project

Purpose: To teach student how to construct research proposal, conduct research and to publish findings

Content: Constructing topics, proposal writing, researching literature, compiling literature review, constructing methodology, reporting results, compiling recommendation

Instruction: Lectures, practical activities, self-study and student presentations

- HUS 514; Analyses of movement in sport and exercise science**
 Purpose: To provide student with an understanding of the mechanical principles underlying human movement.
 Contents: The study and application of mechanical principles underlying human movement.
 Instruction: Lectures, self-study and student presentation.
 Assessment: Continuous assessment through: Tests, Group discussions, Assignments.
 Summative assessment: 3-hour examination
- HUS 521 Motor Control and Human Development**
 Purpose: To provide student with applied knowledge of motor control processes and how they affect physical performances on a daily basis.
 Contents: The Motor control process from prenatal, postnatal, childhood growth, perceptual- motor development, development and assessment of fundamental movement skills and participation in physical activities.
 Instruction: Lectures, practical activities, self-study and student presentations.
 Assessment: Continuous assessment through: Tests, Assignments and demonstrations.
 Summative assessment: 3-hour examination
- HUS 522 Psychology for sport performance**
 Purpose: To provide student with an elementary knowledge and understanding of Foundations of sport and exercise science.
 Contents: The study of the structural aspects of the human skeleton. Instruction: Lectures, self-study and student presentation.
 Assessment: Continuous assessment through tests, group presentations, and assignments.
 Summative assessment: 3-hour examination
- HUS 523 Sport management**
 Purpose: To develop an understanding of the principles and skills essential in the organization and administration of sport and recreation.
 Contents: Principles and skills essential in the organization and administration of sport and recreation: Historical perspective; significance and trends in recreation, administrative theory and management; administrative responsibilities; and program planning.
 Instruction: Lectures, self-study and student presentation.
 Assessment: Continuous assessment through: Tests, Group presentations, Assignments.
 Summative assessment: 3-hour examination
- HUS 501 Mini research project**
 Purpose: To provide the student with the basic knowledge of conducting and presenting of research in the form of a mini dissertation.
 Contents: Abstract, introduction/ literature review, study sample and method, reporting of results, conclusions and recommendation.
 Instruction: Research and consultation with supervisor.
 Assessment: Submitting and presenting mini dissertation to committee of reviewer

Master of Health Sciences in Human Movement Science 84021 Admission

The general rules for the Master's degree are applicable.

Applicants must have completed a Bachelor of Health Sciences (Honours) in Human Movement Science or an equivalent degree approved by the Faculty of Health Science Higher degrees committee and the University Senate. An average of 65% for the Honours (or equivalent NQF Level 8 qualification) is required for admission to MHS in HMS

Duration

- Full time: Minimum two years
- Part-time: Minimum four years

Modules

Qualification Code	Specialization	Core module	Module code	Credits
84021	Sport Science	Dissertation	HUS 700	180

Description of Modules

HUS 700 Master of Health Sciences in HMS (Dissertation)

Purpose: The degree programme aims to equip post-graduate student in the field of sport science and kinesiology with the necessary skills to conceptualize, plan, execute and report on research in their field of interest.

Instruction: Supervised independent research through the presentation of a proposal, getting ethical clearance, data collection, analysis, interpretation and report writing.

Assessment: The research report will be assessed by two external examiners.

Doctor of Philosophy in Human Movement Science (8500)

Admission

The general rules of the University of Fort Hare and the Faculty of Health Science Higher Degrees rules for Doctoral degree are applicable.

Applicants must have completed a Master of Health Sciences in Human Movement Science or an equivalent degree approved by the Faculty of Health Science Higher Degrees Committee and the University Senate. An average of 65% for the Master qualification (or equivalent NQF Level 8 qualification) is required for admission to PhD in HMS

Duration

- Full time: Minimum 3 years
- Part time: Minimum 5 years

Modules

Qualification Code	Specialization	Core module	Module code	Credits
85000	Human Movement Science	Dissertation	HMS900	360

Description of Modules

HUS 900 Doctor of Philosophy in HMS (Dissertation)

Purpose: The degree programme aims to equip post-graduate student in the field of human movement science, sport science or kinesiology with the necessary skills to conceptualize, plan, execute and report on research in their field of interest, in order to achieve:

1. Expertise in a section of the field demonstrated through an independent scientific study.
2. Contribute to the existing field of knowledge through an original scientific study that could be transdisciplinary.
3. Display research competence in methodology and critical written communication of the research findings.
4. Write a coherent and integrated research report, which communicate the research process and findings clearly to inform members of society.

Instruction: Supervised independent research through the presentation of a proposal, getting ethical clearance, data collection, analysis, interpretation and report writing.

Credit value: 360

Assessment: The research report will be assessed by three external examiners

DEPARTMENT OF NURSING AND PUBLIC HEALTH

POSTGRADUATE DIPLOMA IN CLINICAL MANAGEMENT OF HIV/AIDS (84028)

Admission

Candidates for this programme should be Professional Nurses who are currently registered with the South African Nursing Council (SANC) as a General Nurse; Community Health Nursing Science; and must have any health-related basic Degree; (HIV Counselling and Testing) trained and/or PMTCT or any related HIV/AIDS training; and one year working experience in a primary health care clinic or a health care centre or ART clinic.

NB: The course can only be undertaken by Professional Nurses and is a clinical programme that requires knowledge and skills regarding diagnosis, treatment, and care of multiple opportunistic infections in HIV.

Duration

The programme has a minimum period of one-year and maximum of two years study of systemic theoretical and practical facilitation.

Modules

The programme will entail the following modules as listed below:

Semester 1	Course code	Credits	Semester 2	Course code	Credits
Epidemiology, HIV life cycle and Infection control	NHE 400E	8	HIV in Pregnant Women	NWP 400E	8
Clinical Assessment and Management of HIV infected Children	NHA 401E	8	Clinical mentoring in HIV/AIDS programmes	NCM 400E	8
Initiating Antiretroviral Treatment and Management of side-Effects	NIT 400E	10			
Basic Physical Assessment, diagnosis, Treatment and Care of HIV/AIDS clients	NAT 401E				24
Pharmacy Dispensing Course	NPD 400E				30
Introduction to Research	NIR 400E				24
Total per Semester	60			60	
Total per Year	120				

Description of Modules

NHE 400E: Epidemiology, HIV life cycle and Infection Control

Purpose:	The purpose of this session is to intensively introduce students to HIV Epidemiology, lifecycle of HIV as well as infection control protocol for infectious disease prevention. The students should be positioned for maintenance of quality service delivery within hospitals and Primary Health Care (PHC) setting.
Content:	The materials and content for this session are aimed at updating the participant's knowledge on the transmission and spread of HIV, the variables involved the natural history of the HIV infection, current treatment modalities, and the global impact of this disease. Furthermore, the content presents a range of approaches to infection in control strategies in relation to a variety of pathogens. The content includes: The patho-physiology and epidemiology of HIV; Mode of transmission of HIV in adult and paediatric patients; diagnosing HIV in adult and paediatric patients; risk groups and Infection control overview, infection control and other blood products; Infection control overview – HIV and other blood borne pathogens; how to apply universal precautions in preventing the transmission infection; infection control and how it interfaces with health facility design; and guidelines for infection control in HIV related health facilities.
Instruction:	Overview lectures: Lectures will introduce the students to the important Topics in this module and provide an overview. Tutorial groups: Cases will be solved in the tutorial groups. Experiential learning: Students will practice applying the knowledge acquired through exercises, self-study assignments, cases/tutorial groups and computer practical's as well as patient assessment, diagnosis, treatment and management. Independent self-study: The use of cases/tutorial groups in this module stimulates self-study (by formulating student-directed learning issues and subsequently studying literature).
Credits:	8
Assessment:	Formative -Participation in group discussion taking part in all roles within the group; giving constructive feedback to fellow students; development of conflict management skills; tutorial attendance profile (NB: tutorials are compulsory); oral test (for students with special needs); clinical logbooks completion and building up of POE; case development and presentation; practical demonstration under the supervision of the doctor or a primary health care nurse; assignments and class activities; and block evaluation by students. Summative - A three-hour examination – portfolio; personal developmental aspects, meaningful learning and self-directed learning activities; evidence of progress: knowledge, skill and attitude
Pre-requisite(s):	None

Target group: PGD in HIV/AIDS students

NHA 401E: Clinical Assessment and Management of HIV infected Adults and Children

Purpose: The purpose of this module is to give the participants a sound understanding of the crucial role of history taking and the implementation of appropriate client assessment strategies, and the importance of applying the South African HIV treatment Guidelines in diagnosis, treatment and care with the help of the EDL.

Content: The contents and skills that are taught in this module introduce the participant to the techniques for accurate history taking and comprehensive clinical assessment in adult and paediatric HIV positive clients that includes: History taking in a high HIV prevalent environment; the key components of an effective clinical case presentation; general assessment in the adult and paediatric patient; assessment, management and prevention of opportunistic illnesses in HIV positive adults and children; comprehensive history taking in the diagnosis of dermatological conditions; comprehensive dermatological assessments in adult and paediatric patients; managing dermatological infections; applicable referral criteria in dermatological conditions.

Instruction: Overview lectures: Lectures will introduce the students to the important topics in this module and provide an overview.

Tutorial groups: Cases will be solved in the tutorial groups.

Experiential learning: Students will practice applying the knowledge learnt through exercises, self-study assignments, cases/tutorial groups and computer practical's as well as patient assessment, diagnosis and treatment management.

Independent self-study: The use of cases/tutorial groups in this module stimulates self-study (by formulating student-directed learning issues and subsequently studying literature).

Credits: 8

Assessment: Formative-participation in group discussion taking part in all roles within the group (chair, scribe and timekeeper), giving constructive feedback to fellow students. Development of conflict management skills, tutorial attendance profile (NB: Tutorials are compulsory), oral test (for students with special needs), development of portfolio of evidence, clinical logbooks completion, case development and presentation, practical demonstration under the supervision of the doctor or a primary health, care nurse, assignments and class activities, block evaluation by students.

Summative- A final three hours' examination, portfolio, personal developmental aspects, meaningful learning and self-directed learning activities, Evidence of progress: Knowledge, skill and attitude, practical examination: OSCE

Target group: PGD in HIV/AIDS students

NAT 401E: Basic Physical Assessment, Diagnosis, Treatment and Care of HIV/AIDS clients

Purpose: The overall purpose of this module is to give the participants a sound understanding of the crucial role of history taking and the implementation of appropriate client assessment strategies, and the importance of applying the South African HIV treatment Guidelines in diagnosis, treatment and care including the use of EDL protocol.

Content: The content and skills that are taught in this module introduce the participant to the techniques for accurate history taking and comprehensive clinical assessment, diagnosis of common opportunistic conditions in adult and paediatric HIV positive clients, diagnosis treatment and management of both the infected and the affected; history taking in a high HIV prevalent environment; the key components of an effective clinical case presentation; general assessment in the adult and paediatric patient; assessment, management and prevention of opportunistic illnesses in HIV positive adults and children; diagnosis of common opportunistic infection, management and early referrals for further investigation and management as well as the referral processes; special investigation and tests relevant for diagnostic purposes; and case presentation and peer assessment

Instruction: Overview lectures: Lectures will introduce the students to the important topics in this module and provide an overview.
Tutorial groups: Cases will be solved in the tutorial groups.
Experiential learning: Students will practice applying the knowledge learnt through exercises, self-study assignments, cases/tutorial groups, computer work and practical's as well as patient assessment, diagnosis and treatment management.
Independent self-study: The use of cases/tutorial groups in this module stimulates self-study (by formulating student-directed learning issues and subsequently studying literature).

Credits: 24

Assessment: Formative-Participation in group discussion taking part in all roles within the group (chair, scribe and time keeper); giving constructive feedback to fellow students; development of conflict management skills; tutorial attendance profile (NB: Tutorials are compulsory); oral test (for students with special needs); clinical logbooks completion; case development and presentation; practical demonstration under the supervision of the doctor or a Primary Health Care nurse; assignments and class activities; block evaluation by students.
Summative: Final three hours' comprehensive paper, portfolio, personal developmental aspects, meaningful learning and self-directed learning activities, evidence of progress: knowledge, skill and attitude, - practical examination: OSCE

Pre-requisite(s): None

Target group: PGD IN HIV/AIDS students

NIT 400E: Module Title: Initiating Antiretroviral Treatment and Management of side-effects.

- Purpose:** The aim of this module is to enable participants to assist adolescents, adults and children living with HIV to adhere to the complex regimens of highly active antiretroviral regimens (HAART).
- Content:** The content outlines a series of strategies and techniques, with which the participants can tailor their antiretroviral regimens to their individual requirements, and to deal with the obstacles to adherence in their lives, guide them to practice medicine- taking behaviours, and to provide them with continued support when they initiate HAART. This includes principles of antiretroviral therapy, National guidelines on ARV therapy, starting anti- retroviral therapy, when to change and what to change to in relation to therapy, monitoring patients on therapy, effects and side effects of anti- retroviral therapy, adherence/compliance to HIV therapies, management of drug side-effects, diagnosis and management of opportunistic infections.
- Instruction:** Overview lectures: Lectures will introduce the students to the important topics in this module and provide an overview.
Tutorial groups (Problem based learning): Cases will be solved in the tutorial group by using the seven-jump approach.
Experiential learning: Students will practice (dermatological clinic) to apply the knowledge learnt through exercises, self-study assignments, cases/tutorial groups and computer practical's as well as patient assessment, diagnosis and treatment management.
Independent self-study: The use of cases/tutorial groups in this module stimulates self-study (by formulating student-directed learning issues and subsequently studying literature).
- Credit:** 8
- Assessment:** Formative: Participation in group discussion taking part in all roles within the group (chair scribe and time keeper; giving constructive feedback to fellow students; development of conflict management skills; tutorial attendance profile (NB: Tutorials are compulsory); oral test (for students with special needs); clinical logbooks completion; case development and presentation; practical demonstration under the supervision of the doctor or a Primary Health Care nurse; assignments and class activities; block evaluation by students.
- Summative:** A final three hours' comprehensive paper, portfolio, personal developmental aspects, meaningful learning and self-directed learning activities evidence of progress: knowledge, skill and attitude, practical examination: OSCE
- Pre-requisite(s):** None
- Target group:** PGD IN HIV/AIDS students

NPD 400E: Pharmacy Dispensing Course

- Purpose:** This module introduces the participants to the knowledge and skills necessary for professional nurses to register with the Pharmaceutical Council of South Africa as dispensers of medicines, according to the Medicines and Pharmacy Act no. 101 of 1957, as amended.
- Content:** The content highlights the principles that are particularly relevant in executing a range of communication skills, especially when conversing with clients who are at risk for depression, psychosis, and suicide. It also places emphasis on the need to understand the referral procedures that are applicable in the event of such occurrences, which includes Professional, Ethical and Legislative Principles of dispensing; Basic Pharmaceutical Principles; Basic.

pharmacological principles; Good Dispensing Practices; Patient Counselling; and Medicine Supply Management.

Instruction: Overview lectures: Lectures will introduce the students to the important topics in this module, and provide an overview.
 Tutorial groups (Problem based learning): Cases will be solved in the tutorial group by using the seven-jump approach.
 Experiential learning/ Independent self-study: Students will practice to apply the knowledge learnt through exercises, self-study and completion of the portfolio of evidence within six-month period of self-study.

Credit: 8

Assessment: Formative: Participation in group discussion taking part in all roles within the group (chair, scribe and time keeper); giving constructive feedback to fellow students; development of conflict management skills; tutorial attendance profile (NB: Tutorials are compulsory); block evaluation by students. Summative: Portfolio of evidence

Pre-requisite(s): None

Target group: PGD in HIV/AIDS students

NWP 400E: HIV in Women, including Gynaecologic problems and Pregnancy

Purpose: The purpose of this module is to enlighten the participants about the National Department of Health strategies to reduce maternal morbidity and deaths arising from HIV during pregnancy, and to provide them with the skills of diagnosing and treating a range of gynaecological conditions, which are associated with HIV infection.

Content: This module introduces the participant to both gynaecologic and pregnancy related health problems which may be associated with HIV infection. It also brings into perspective the gender and cultural factors which are associated with the spread of HIV. Measures of integrating PMTCT into the antenatal, intra-partum, and postnatal care continuum are discussed, as well as breast feeding options in HIV positive women. This will include; Department of Health National guidelines for the use of HIV antiretroviral therapy in pregnancy, the principles of ARVs during pregnancy, Gender and cultural issues in ARV, the effect of HIV on pregnancy, Strategies for integrating PMTCT throughout the continuum of pregnancy, labour and the postpartum period.

Instruction: Overview lectures: Lectures will introduce the students to the important topics in this module, and provide an overview.
 Tutorial groups (Problem based learning): Cases will be solved in the tutorial group by using the seven-jump approach.
 Experiential learning: Students will practice to apply the knowledge learnt through exercises, self-study assignments, cases/tutorial groups and computer practicals as well as patient assessment, diagnosis and treatment management.
 Independent self-study: The use of cases/tutorial groups in this module stimulates self-study (by formulating student-directed learning issues and subsequently studying literature).

Credit: 8

Assessment: Formative: Participation in group discussion taking part in all roles within the group (chair, scribe and time keeper); giving constructive feedback to fellow students; development of conflict management skills; tutorial attendance profile (NB: tutorials are compulsory); oral test (for students with special needs); clinical logbooks completion; case development and presentation; practical demonstration under the supervision of the doctor or a primary health care nurse; assignments and class activities; and block evaluation by students.
Summative: Portfolio, Personal developmental aspects, meaningful learning and self-directed learning activities, Evidence of progress: knowledge, skill and attitude, Practical examination: OSCE

Pre-requisite(s): None

Target group: PGD in HIV/AIDS students

NCM 400E: Clinical Mentoring in HIV/AIDS Programmes

Purpose: The purpose of this module is to introduce the participant to the concept of mentorship in nursing, and to illustrate ways in which it can be applied to HIV/AIDS programmes.

Content: This module introduces participants to the goals, principles, knowledge, and skills, which are essential when establishing a mentorship programme. It outlines the mentor and mentee roles, which need to be observed in such a relationship, and illustrates ways in which mentorship can be applied. That includes components of the mentorship cycle; principles that govern the mentorship cycle; application of the principles of adult learning to mentoring; mentorship in the context of a district health system; roles and responsibilities of mentors and mentees.

Instruction: Overview lectures: Lectures will introduce the students to the important topics in this module and provide an overview.
Tutorial groups (Problem based learning): Cases will be solved in the tutorial group by using the seven-jump approach. Experiential learning: Students will practice applying the knowledge learnt through exercises, self-study assignments, cases/tutorial groups and computer practical's as well as patient assessment, diagnosis and treatment management.
Independent self-study: The use of cases/tutorial groups in this module stimulates self-study (by formulating student-directed learning issues and subsequently studying literature).

Credits: 8

Assessment: Formative: Participation in group discussion taking part in all roles within the group (chair, scribe and time keeper); giving constructive feedback to fellow students; development of conflict management skills; Tutorial attendance profile (NB: Tutorials are compulsory); oral test (for students with special needs); clinical logbooks completion how to compile; case development and presentation; practical demonstration under the supervision of the doctor or a primary health care nurse; assignments and class activities and role plays ; and block evaluation by students.
Summative: A final three hours' comprehensive paper, portfolio: personal developmental aspects, meaningful learning and self-directed learning activities, Evidence of progress: knowledge, skill and attitude

Instruction: Overview lectures: Lectures will introduce the students to the important topics in this module and provide an overview.
 Tutorial groups (Problem based learning): Cases will be solved in the tutorial group by using the seven-jump approach.
 Experiential learning: Students will practice applying the knowledge learnt through exercises, self-study assignments, cases/tutorial groups and computer practical's as well as patient assessment, diagnosis and treatment management.
 Independent self-study: The use of cases/tutorial groups in this module stimulates self-study (by formulating student-directed learning issues and subsequently studying literature).

Credits: 8

Assessment: Formative: Participation in group discussion taking part in all roles within the group (chair, scribe and timekeeper); giving constructive feedback to fellow students; development of conflict management skills; tutorial attendance profile (NB: tutorials are compulsory); oral test (for students with special needs); research project; assignments; block evaluation by students
 Summative: A final three hours' comprehensive paper, Projects Reports/ portfolio

Pre-requisite(s): none

Target group: PGD in HIV/AIDS students

NIR 400E: Introduction to Research

Purpose: The purpose of this module is to prepare students to acquire knowledge and ability to design research problems; enable students to acquire the competency to formulate HIV/AIDS and health related research problems.

Content: This module introduces the participant to the following topics: introduction to scientific research; qualitative and quantitative research; steps in research process; literature review; research methodology; ethical issues in research; research report, evaluation of a scientific research and information dissemination.

Instruction: Overview lectures: Lectures will introduce the students to the important topics in this module and provide an overview.
 Tutorial groups (Problem based learning): Cases will be solved in the tutorial group by using the seven-jump approach.
 Experiential learning: Students will practice applying the knowledge learnt through exercises, self-study assignments, cases/tutorial groups and computer practical as well as patient assessment, diagnosis and treatment management.
 Independent self-study: The use of cases/tutorial groups in this module stimulates self-study (by formulating student-directed learning issues and subsequently studying literature).

Credits: 24

Assessment: Formative: Participation in group discussion taking part in all roles within the group (chair, scribe and timekeeper); giving constructive feedback to fellow students; development of conflict management skills; tutorial attendance profile (NB: tutorials are compulsory); oral test (for students with special needs); research project; assignments; block evaluation by students.

Summative: A final three hours' comprehensive paper, Projects Reports/portfolio

Pre-requisite(s): None

Target group: PGD in HIV/AIDS students

Master Of Nursing (M Nursing) Research Only (84500)

Admission

- A four-year bachelor's degree in nursing (NQF level 8) or
- Honours degree (NQF level 8) or post graduate diploma in nursing field
- 65% average in final year of four-year degree (NQF level 8)

Purpose: The primary purpose of this course is for the student to conduct supervised independent research, either an intervention or a qualitative or a quantitative project.

Instruction: Supervised independent research through the presentation of a proposal, getting ethical clearance, data collection, analysis, interpretation, and report writing

Assessment: The research report will be assessed by two external examiners.

Duration: A master's programme shall extend not less than two consecutive semesters and not more than six consecutive semesters of full-time study and not less than four consecutive semesters and not more than eight consecutive semesters of part-time study.

Description of Modules

The master's in nursing science is a program that consists of a full dissertation research. Student are expected to develop and present a research proposal, obtain ethics approval, conduct, research, collect data report and make conclusion and recommendations about the research.

NMS 700E: Full Dissertation: (Nursing Science)

Purpose: After completion of this course the student will have conducted either an intervention or a qualitative or quantitative research project; and published the findings of the research in a peer-reviewed accredited journal.

Content: Research proposal and dissertation

Contact hours: 540 Notional hours

Examination: Summative assessment

Pre-requisite(s): Research methods

Co-requisite(s): Extensive knowledge on research methodology

Practical Work: Conducting research project.

Modules

Qualification Code	Specialization	Core module	Module code	Credits
84500	Nursing Science	Dissertation	NMS 700E	180

Doctor of Philosophy in Nursing Research Only (84019) (Dissertation)

Admission

The general rules of the University of Fort Hare and the Faculty of Health Science Higher Degrees rules for Doctoral degree are applicable. Applicants must have completed a Master of Health Sciences in Nursing Science or an equivalent degree approved by the faculty of Health Science Higher Degrees committee and the University Senate. An average of 65% for the Master qualification (or equivalent NQF Level 8 qualification) is required for admission to PhD in Nursing.

Purpose

- The purpose of this course is to ensure that high-level academic research takes place in the field of Nursing by enabling individuals to achieve their PhD qualifications.
- Learners are expected to conceptualize and implement research initiatives and formulation in specialized field, apply methods and/or research techniques to specialized knowledge and/or theory under study and produce independent research output for examination, scholarly debates and/or publications.

Requirements

- All students are required to have a relevant qualification in the field, such as a master's degree in nursing.
- All applicants need to submit a two-page concept paper to the Department of Nursing email address: dons@ufh.ac.za which will assist the department in finalizing the outcome of the application.
- All students entering for this qualification must have and maintain current registration with the South African Nursing Council (SANC).

Instruction

- Supervised independent research through the presentation of a proposal, getting ethical clearance, data collection, analysis, interpretation, and report writing

Assessment

- The research report will be assessed by two external examiners.

Duration

- 3 years full-time
- 5 years part-time

Advanced Diploma in Public Health

Admission

Diploma, Level 6 or relevant bachelor's degree, Level 7

QUALIFICATION RULES

This qualification comprises compulsory and elective modules at NQF Level 7, totalling 168 Credits.

Compulsory Modules, 152 Credits:

Public Health Foundation module, 16 Credits.

Public Health Team Building and Leadership, 16 Credits.

Public Health Project Paper, 40 Credits.

Public Health Governance, 16 Credits.

Public Health Budgeting and Finance, 16 Credits.

Public Health Resource Management, 16 Credits.

Public Health Drug Management, 16 Credits.

Elective Modules, 16 Credits. Choose one of the following:

Public health HIV and AIDS, STI and TB, 16 Credits.

Public Health Women's Health, 16 Credits.

Public Health Child Health, 16 Credits.

Public Health Mental and Disability, 16 Credits.

Postgraduate Diploma in Public Health (84034)

Admission

Advanced Diploma in Public Health, Level 7 or bachelor's degree in health-related, Level 7 or bachelor's Honours Degree, or a 4-year bachelor's degree in a Health Profession, Level 8 qualifications. At least 2 Years of relevant experience in public health or management.

Duration: 1 years

Semester 1	Course code	Credits	Semester 2	Course code	Credits
Introduction to Public Health	PHI 711E	16	Choose 3		
Governance and Leadership in Health	PHG 712E	16	Environmental Health	PHE 721E	8
Human Resources for Health Management	PHH 713E	8	Health Management Information Systems	PHM 722E	8

Research Methodology for Health	PHR 714E	16	Health Financing	PHF 723E	8
			Service Delivery for Health	PHD 724E	8
			Monitoring and Evaluation in Health	PHE 725E	8
Research Project	PHP701				
Total per Semester	64			64	
Total per Year	128				

Description of Modules

QUALIFICATION RULES

This qualification consists of compulsory and elective modules at Level 8, totaling 128 Credits.

Compulsory Modules, 104 Credits:

PHI 701E Introduction to Public Health, 16 Credits

Purpose: To develop insight into the concepts and values underlying public health and health equity and to relate these concepts to tackling health inequalities within the African context

Content: Public Health and Development Concepts; History of Public health; Health; Equity; Exploring policy implication

Contact hours:82.5

Assessment: Continuous assessment through participation in class including class exercise and tutorials, individual and group assignments, presentations, and tests; Summative assessment: Final examination

PHG712E Governance and Leadership in Health, 16 Credits

Purpose: To develop a general orientation and understanding of governance and leadership in healthcare as a field of study and practice and to provide a comprehensive understanding of the principles, concepts and practices associated with governance and leadership in healthcare.

Content	The governance concept, as well as the structures and principles associated with good governance. Health laws, functions, and regulations on governance. Practices in accountability and transparency. Leadership styles, characteristics, and approaches for practicing building blocks of effective leadership in health systems. Ethics and values in leadership.
Contact hours	82.5
Assessment	Continuous assessment through participation in class including class exercise and tutorials, individual and group assignments, presentations, and tests; Summative assessment: Final examination
PHR 413	Human Resources for Health Management, 8 Credits.
Purpose:	This module aims to introduce students to the importance of integrating your different human resource management functions into a single strategy aligned with your organisational goals, objectives, and projects.
Content	The legislation that enables the human resource management function in the public health sector. Execution of forecasting, job analysis, recruitment, selection, placement, and deployment, and implement HR planning tools. Carry out appraisal systems, staff motivation, Incentives and packages, target setting, and supportive supervision. Attribute training on career progression, professional accreditation, succession planning, retention strategies, and exits. The different role players involved in the labour relations process.
Contact hours	41.5
Assessment	Continuous assessment through participation in class including class exercises and tutorials, individual and group assignments, presentations, and tests; Summative assessment: Final examination and portfolio.
PRM 414E	Research Methodology for Health, 16 Credits
Purpose:	This module aims to introduce students to a broad and comprehensive overview of conventional research approaches with a significant focus on quantitative, qualitative, and epidemiological research principles and a theoretical and practical understanding of speech and language science research methods.
Content	Introduction, concepts, purpose, and importance of research, Research design; Research Approaches: Quantitative. Research Approach: Qualitative. Research Approach: Mixed research methods. Ethical considerations in research. Role of Theory in Research. Theoretical conceptual frameworks, and Introduction to quantitative data analysis.
Contact hours	82.5
Assessment	Continuous assessment through participation in class including class exercises and tutorials, individual and group assignments, presentations, and tests; Summative assessment: Final examination
PHS 715E	Health and Supply Chain Management, 16 Credits
Purpose:	To provide students with a comprehensive understanding of the key concepts, principles, and practices related to supply chain management in the context of public health. This module equips students with the knowledge and skills

necessary to effectively plan, coordinate, and manage health-related supply chains, with a focus on ensuring the timely and efficient delivery of essential health products and services to communities in need.

Content Introduction, an overview of management, operations management, and quality management concepts. Policies, laws, and regulations in supply chain management. Procurement management and strategic management. Effective team management, distribution, and stock control practices. Concepts related to operations management and quality management.

Contact hours 82.5

Assessment Continuous assessment through participation in class including class exercises and tutorials, individual and group assignments, presentations, and tests; Summative assessment: Final examination

PHP710E Research Project for Health, 32 Credits

Purpose: After completion of this module the student will have conducted a non-systematic literature review (narrative) research and reported the results in the form of research report.

Content Carrying out a literature review or analysis of existing data and writing up the findings.

Contact hours 82.5

Assessment Formative assessments will include oral presentations for a proposal and results from the research conducted. Summative assessment: At the end of the year the research dissertation that the student has written will be examined by the external and internal examiners.

Elective Modules (choose three, 24 Credits):

PHE721E: Environmental Health, 8 Credits.

Purpose: The module is designed to provide students with a thorough understanding of environmental health, focusing on environmental epidemiology, toxicology, and public health principles.

Content It covers topics such as introduction to environmental health, Epidemiology and toxicology, and environmental health applications, including water quality, air pollution, and climate change.

Contact hours 41.5

Assessment Formative assessments will include oral presentations for a proposal and results from the research conducted. Summative assessment: At the end of the year the research dissertation that the student has written will be examined by the external and internal examiners.

PHM722E: Health Management Information Systems, 8 Credits.

Purpose: After completion of this module the student will be able to explain and apply Health, Management Information Systems and organizing components of Health, Management Information Systems, the role of HMIS for policy and decision-making

Content: It covers topics such as Introduction to Health Management Information Systems Roles and functions of Health Management Information Systems; Policies, legal framework, and ethical issues in health systems strengthening; Information and knowledge management; Design implementation; Role of ICT in Health Management Information Systems Strengthening

Contact hours: 41.5

Assessment: Formative assessments will include oral presentations for a proposal and results from the research conducted. Summative assessment: At the end of the year the research dissertation that the student has written will be examined by the external and internal examiners.

PHF723E: Health Financing, 8 Credits

Purpose: After completion of this module the student will be able to apply the principles of financial management, financial management processes; financial regulations and regulatory control mechanisms, financial planning and budgeting, types of budgeting, and linkages to planning.

Content It covers topics such as Overview of Health Financing; Mechanisms of Health Financing Financial Management; Expenditure tracking reports; Financial systems and processes in the South African public sector.

Contact hours 41.5

Assessment Formative assessments will include oral presentations for a proposal and results from the research conducted. Summative assessment: At the end of the year the research dissertation that the student has written will be examined by the external and internal examiners.

PHD724E: Service Delivery for Health, 8 Credits.

Purpose: The purpose of the module is to equip students with the necessary tools and methodologies to design and implement health services that cater to the needs of diverse populations, enhance health outcomes, and promote the overall well-being of communities.

Content It covers topics such as Health service delivery concepts and models; Characteristics of effective service delivery; Service delivery accreditation; Service delivery indicators

Contact hours 41.5

Assessment Formative assessments will include oral presentations for a proposal and results from the research conducted. Summative assessment: At the end of the year the research dissertation that the student has written will be examined by the external and internal examiners.

PHE725E Monitoring and Evaluation in Health, 8 Credits.

Purpose: After completion of this module the student will be able to . Apply monitoring and evaluation models relevant in achieving improved health systems

Content The Concepts of Monitoring and Evaluation; The Monitoring and Evaluation systems and frameworks; The Tools and methods for Monitoring and Evaluation unit; Evaluative research in health systems strengthening.

Contact hours	41.5
Assessment	Formative assessments will include oral presentations for a proposal and results from the research conducted. Summative assessment: At the end of the year the research dissertation that the student has written will be examined by the external and internal examiners.

Master of Public Health (MPH) (84032)

Admission

Bachelors Honours Degree, or a 4-year bachelor's degree in a Health Profession or a Bachelor's Degree with an Advanced Diploma, Postgraduate Diploma: NQF level 8 qualification. At least 3 years' experience in a middle management position with a letter of approval from the supervisor.

Duration: 2 years

Description of Modules

ISP111E: Issues in Public Health within an African Context

Purpose:	To develop insight into the concepts and values underlying public health and health equity and to relate these concepts to tackling health inequalities within the African context
Content	Public Health and Development Concepts; History of Public health; Health; Equity; Exploring policy implications
Contact hours	82.5
Assessment	Continuous assessment through participation in class, short assignments and presentations; Summative assessment: portfolio and examination

PUG800E: Public Health Governance and Legislation

Purpose:	To introduce the student to cooperative and participative governance that enables them to work optimally to deliver excellent service within the District and National Health Service.
Content	Legislative framework, right to health care, governance model for health service, intergovernmental relations and lobbying and advocacy
Contact hours	137.5 notional hours
Assessment	Continuous assessment through participation in class, short assignments and presentations; Summative assessment: portfolio and examination
Pre-requisite(s)	Core-modules
Co-requisites(s)	Exercises, computer practicals, workplace learning

PUP800E: Public Health Policy and Management

Purpose:	To introduce the student to cooperative and participative governance that enables them to work optimally to deliver excellent service within the District and National Health Service
Content	Legislative framework: public health legislative framework in South Africa and in

post- colonial Africa; ways in which legislation impacts equity and access to public health and health service delivery; Right to health care: health as a human right; health as a socio-economic right; equity and public health; rights of vulnerable and previously disadvantaged groups; the notion of public interest vs individual rights; role of government – enabling and restricting rights; Governance model for health service: the structural components of the health governance system in South Africa; Intergovernmental relations: approaches to government relations, social, political, economic, institutional and extra-governmental relations; concept of power in government relations: mandate agency; partnership; Lobbying and advocacy: a ten-step process of lobbying and advocacy; stakeholder mobilisation: identification, profiling, engagement, and capacity building

Contact hours 137.5 notional hours

Assessment Continuous assessment through participation in class, short assignments and presentations; Summative assessment: portfolio and examination

Practical work Exercises, computer practical's, workplace learning

REM800E: Research Methodology

Purpose: After completion of this module the student will be familiar with the nature, types and uses of both quantitative and qualitative research methods in public health, and be able to write a research proposal which forms the basis of the dissertation.

Content The research process; Quantitative research methods, qualitative research methods, biostatistics, research proposal writing; research report.

Contact hours 165 notional hours

Assessment Continuous assessment through participation in class, short assignments and presentations; Summative assessment: portfolio and examination

Pre-requisite(s) None

Co-requisites(s) Issues in Public Health within an African Context, Public Health Governance and Legislation, Public Health Policy Transformation

Practical Work Exercises, computer practicals, role plays

MIN821E: Mini Dissertation

Purpose: After completion of this module the student will have conducted either an intervention or a (qualitative or quantitative) research project and reported the results in the form of an article of publishable standard.

Content Carrying out a pre-test or pilot study, sampling, data collection, data- management, data-analysis and writing up.

Contact hours 97.5 notional hours

Assessment

Pre-requisite(s) Research Methodology

HEALTH SYSTEMS MANAGEMENT TRACK:

HSM811E: Health Systems

Purpose:	To develop insight into the concepts and values underlying public health and health equity and to relate these concepts to tackling health inequalities within the African context
Content:	Public Health and Development Concepts, History of Public health, Health Equity and Exploring policy implications
Contact hours	82.5 notional hours
Assessment	Continuous assessment through participation in class, short assignments and presentations; Summative assessment: portfolio and examination
Pre-requisite(s)	Core modules
Co-requisites(s)	Health Operations Management

HSM812E: Health Operations Management

Purpose:	This module is a compulsory track module and will serve to acquaint student with the nature, scope, and conceptual component of operations management in the public health setting. It equips the student with theoretical knowledge and practical managerial and supervisory skills for the professional arena. Emphasis is placed on understanding real world operations management, in general, and in the Public Health sector, in particular as well as role of marketing in healthcare system in South Africa; analyses of health care market; healthcare market mix; implementing and controlling market effort
Content:	Decision-making, work systems and measurement, planning, operations scheduling, facilities, inventory Management, Physical and Capital Assets Management, Waste Management and Quality Assurance; role of marketing in healthcare, analysis of healthcare market, and healthcare market mix
Contact hours	137.5 notional hours
Assessment	Continuous assessment through participation in class, short assignments and presentations; Summative assessment: portfolio and examination
Pre-requisite	Core modules
Practical work	Exercises, computer practicals, workplace learning

HSM813E: Public Health Financing and finance

Purpose:	This module introduces basic concepts, key issues and the principles of the Public Financial Management Act (PFMA) and related legislation by focusing on current best practice and Expenditure Reviews, annual financial statements, financial misconducts, supply chain management and BAS
Content	Health Care Financing, Sources of Health Care Financing, National Health Accounts, benefit incidence, public private mix, budget principles of Government, Budgeting
Contact hours	137.5 notional hours
Assessment	Continuous assessment through participation in class, short assignments and presentations; Summative assessment: portfolio and examination
Practical work	Exercises, computer practicals, workplace learning

OR

HSM814E: Public Health Human Resources Management

Purpose:	The purpose of this module is to provide the student with an overview of People (Human Resource) Management, providing some context for the South African Health environment. To this end it will cover the following areas
Content	The Manager's Role as 'HR Manager', Performance Measurement and Management, Workforce Planning, Training and Development, Coaching, Diversity Management, Recruitment, Induction and Retention, Team Building and Employee Relations both individual and collective. These topics also cover the areas highlighted by Health Professionals as being the areas of importance & most relevant. This course seeks to empower the student as manager, to effect their role in managing people.
Contact hours	137.5 notional hours
Pre-requisite(s)	Health Research
Practical work	Exercises, computer practicals, workplace learning

HEALTH RESEARCH TRACK:

HRS811E: Epidemiology

Purpose:	After completion of this module, the student will be familiar with infectious disease epidemiology (outbreak investigations and surveillance), epidemiological study designs, and measures of frequency and association. Furthermore, students will be able to critically appraise epidemiological studies (including randomized controlled trials).
Content	Investigating and outbreak; evaluating a surveillance system; principles of surveillance; measures of frequency and association; evaluation of tests; criterion- related validity; critical appraisal of epidemiological studies; evidence-based practice; methodological quality assessment; literature search
Contact hours	137.5 notional hours
Assessment	Continuous assessment through participation in class, short assignments and presentations; Summative assessment: portfolio and examination
Pre-requisite(s)	Research Methodology
Practical work	Exercises, computer practicals, workplace learning

HRS812E: Monitoring and Evaluation

Purpose:	After completion of this module the student will be able to use the strategies and techniques for monitoring and evaluation projects; assess the adequacy of program evaluations conducted; develop a monitoring and evaluation plan; and conduct an evaluation of a limited scale public health programme.
Content	Introduction to monitoring and evaluation; program goals and conceptual

	frameworks; indicators; overview of data collection methods; program monitoring; evaluation design; evaluation tools; analyzing data; reporting results.
Contact hours	137.5 notional hours
Assessment	Continuous assessment through participation in class, short assignments and presentations; Summative assessment: portfolio and examination
Practical work	Exercises, workplace learning

HRS813E: Biostatistics

Purpose:	After completion of this module the student will be able to understand the statistical methods employed in research papers, their rationale, interpretation and appropriateness. Furthermore, student will be able to conduct the statistical analyses of a basic epidemiological study.
Content	Data, frequencies, and distributions; estimation and significance tests; comparing means; preparing data-analysis; data-management in SPSS; analyses of qualitative data; correlation and regression.
Contact hours	137.5 notional hours
Assessment	Continuous assessment through participation in class, short assignments and presentations; Summative assessment: portfolio and examination
Pre-requisite(s)	Epidemiology
Co-requisites(s)	Research Methodology, Advanced Epidemiology
Practical work	Exercises, computer practicals, workplace learning

OR

HSM811E Health Systems

Purpose:	To develop insight into the concepts and values underlying public health and health equity and to relate these concepts to tackling health inequalities within the African context
Content	Public Health and Development Concepts, History of Public health, Health Equity and Exploring policy implications
Contact hours	82.5 notional hours
Assessment	Continuous assessment through participation in class, short assignments and presentations; Summative assessment: portfolio and examination
Pre-requisite(s)	Core modules
Co-requisites(s)	Health Operations Management

ENVIRONMENTAL/OCCUPATIONAL HEALTH TRACK:

ENV811E: Health Education and Health Promotion

Purpose:	This module aims at developing health professionals with knowledge and techniques to develop health education and health promotion programmes related to the National Health Policy on health education and health
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	promotion with the use of models and theories as a framework.
Content:	Development and monitoring of health information and education programmes, basic theories of learning and their application in health education, health education promotion models and different
Pre-requisite(s)	Core modules

ENV813E: Advanced Epidemiology

Purpose:	After completion of this module the student will be familiar with infectious diseases epidemiology (outbreak investigations and surveillance), epidemiological study designs and measures of frequency and association. Furthermore, student will be able to critically appraise epidemiological studies (including randomized controlled trials).
Content	Investigating and outbreak; evaluating a surveillance system; principles of surveillance; measures of frequency and association; evaluation of tests; criterion-related validity; critical appraisal of epidemiological studies; evidence- based practice; methodological quality assessment; literature search
Contact hours	137.5 notional hours
Assessment	Continuous assessment through participation in class, short assignments and presentations; Summative assessment: portfolio and examination
Pre-requisite(s)	Epidemiology
Practical work	Exercises, computer practicals, workplace learning

ENV812E: Environmental Health

Purpose:	The purpose of this module is to assist the student to acquire knowledge related to basic principles and theory of environmental health. They will also be familiar with the methods of dealing with environmental problems and challenges in South Africa as well as the issues related to policy and regulation of environmental health practice.
Content:	Introduction to environmental health; community water supply and management methods; disposal and management of solid and liquid waste; housing & health; pest & vector control; food hygiene; air/atmospheric pollution; environmental health legislation in South Africa.
Contact hours	137.5 notional hours
Assessment	Formative and summative assessment
Pre-requisite(s)	Core modules
Co-requisites	None
Practical work	Field trip experience and case analysis

ENV811E: Health Education and Health Promotion

Purpose:	This module aims at developing health professionals with knowledge and
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techniques to develop health education and health promotion programmes related to the National Health Policy on health education and health promotion with the use of models and theories as a framework.

Content: Development and monitoring of health information and education programmes, basic theories of learning and their application in health education, health education promotion models and different relevant Chatters.

Contact hours 82.5 notional hours

Assessment: Continuous assessment through participation in class, short assignments and presentations; Summative assessment: portfolio and examination

Practical Case study presentations and health education practical

ENV814E Health Informatics

Purpose: After completion of this module the student will be able to understand the scope of healthcare informatics, and the roles that informatics professionals have within healthcare organizations. Furthermore, it helps student to recognise and assess the role of information systems within health care, particularly from a management and strategic perspective. Finally, it provides student with an overview on the application of public health informatics.

Content: Introduction to health informatics; information systems in health; public health informatics.

Contact hours 137.5 notional hours

Assessment: Continuous assessment through participation in class, short assignments and presentations; Summative assessment: portfolio and examination

Practical Work: Exercises, computer practicals, workplace learn

CENTRES, CHAIRS, RESEARCH UNITS

DESCRIPTION OF INSTITUTE AND CENTRES OF EXCELLENCE WITHIN THE FACULTY OF HEALTH SCIENCES

PhD Seminar Series

This PhD Seminar Series aims to support supervisors and student through opportunities to present their research work to the Faculty and receive feedback and advice. The PhD seminar series is designed to be a PhD hub that allows student who are registered for a PhD in the faculty or who are supervisors and staff in the Faculty to learn and support each other. This is aimed at fostering a community of practice, encouraging staff members in the faculty to study PhD.

Transnational Dialogue series

The goal of the 'Transnational dialogue Series' is to foster deeper understanding of the challenges of health access, care, research, practice, and policy across the world while identifying opportunities for improvement through education, training, capacity building, and service. The Seminar Series is open to the public worldwide. This is to promote education, collaboration, and sharing of important research work undertaken to address global health disparities and opening up opportunities for appointing external examiners.

Research seminar series

The aim of the Research Seminar Series is to provide platform for academics in the country to share research work for capacity building, encouraging research collaborations and opening up opportunities for appointing external examiners.

Brown Bag Seminars

This Brown Bag Series aims to provide the faculty staff and PG student an opportunity to learn about the dynamics of doing research and communicating research. Given the infantile nature of the faculty, this is important to provide the impetus for faculty staff and post-graduate student to conduct and communicate research in preparation for conference attendance, publications and other social media platforms.

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