“As a student in the Faculty of Health Sciences of Walter Sisulu University -

I do solemnly declare:

That I shall respect and protect the privacy of those who may confide in me in my professional capacity, and will not improperly divulge anything I may learn in my capacity as a student,

That in my relations with colleagues and with my teachers, I shall conduct myself as becomes a member of an honourable profession, and

I further declare that I shall be loyal to my University, and will endeavour to promote its welfare and maintain its reputation at all times”.
CORRESPONDENCE / CONTACT DETAILS

MTHATHA CAMPUS

The Registrar
Walter Sisulu University
Private Bag X1
Nelson Mandela Drive
MTHATHA
5117

ENQUIRIES AND APPLICATIONS

MTHATHA CAMPUS
Nelson Mandela Drive Site

Admissions Office
Tel No: +27 (0) 47 502 2443/8
Fax No: +27 (0) 47 502 2838/40/41

School of Allied Health Professions
Mrs K Hermanus Tel No: +27 (0) 47 502 2770

School of Medicine
Mrs CD Pillay Tel No: +27 (0) 47 502 2438

School of Nursing
Ms F Dyan Tel No: +27 (0) 47 502 2577
GENERAL INFORMATION

FACULTY OFFICES: SPECIFIC ENQUIRIES

Office of the Executive Dean : 047 - 502 2233
Office of the Deputy Dean : 047 - 502 2667
Office of the Director: School of Medicine : 047 - 502 2438
Office of the Director: School of Nursing : 047 - 502 2197
Office of the Director: School of Allied Health Professions : 047 - 502 2505
Faculty Administrative Officer : 047 - 502 2483
Undergraduate Education and Training Unit : 047 - 502 2468
Postgraduate Education and Training Unit : 047 - 502 2652
Medical Library : 047 - 502 2323
Fax : 047 - 502 2235
email : ksangoni@wsu.ac.za
       : nmkosi@wsu.ac.za

WALTER SISULU UNIVERSITY

VISION

Walter Sisulu University (WSU) will be a leading African comprehensive university focusing on innovative educational, research and community partnership programmes that are responsive to local, regional, national development priorities, and cognisant of continental and international imperatives.

MISSION

In pursuit of its vision as a developmental University, WSU will:

• Provide an educationally vibrant and enabling environment conducive to the advancement of quality academic, moral, cultural and technological learner-centred education for holistic intellectual empowerment, growth and effective use of information;
• Provide and maintain the highest possible standards in innovative learning and teaching, applied, basic and community-based research and community partnerships in cooperation with development agencies, the public and private sectors;
• Provide affordable, appropriate, career-focused and professional programmes that address rural development and urban renewal with primary emphasis on science, technology and development studies;
• Create a new generation of highly-skilled graduates capable of understanding and addressing complex societal challenges, with critical scholarly and entrepreneurial attributes grounded on morally should work ethics and responsible leadership.
MESSAGE FROM THE EXECUTIVE DEAN

It is my pleasure and honour to welcome both students and staff to the Faculty of Health Sciences at Walter Sisulu University (WSU). The Faculty of Health Sciences celebrated its 25th anniversary at the end of 2010. We are an established Faculty that has made its mark not only locally at WSU, but also nationally and globally. The area of strength for this Faculty is Problem-Based Learning and Community-Based Education. This was one of the commendations by the Higher Education Quality Committee (HEQC) when the Institutional Audit was conducted at this university in April 2011. Community-Based Education has made us focus on the health needs of the people we serve, especially the disadvantaged. Focusing on the health needs of the community has made us to be seen by the whole world as being one of leading Faculties in Socially Accountable Health Professions Education globally. This also goes with a clear demonstration of a strong partnership between the Faculty, the Community and the Eastern Cape Department of Health. Our Motto is “Excellence through Relevance”.

We are a Faculty of firsts:

- The first Faculty of Health Sciences in South Africa to introduce an undergraduate degree in Health Promotion. Up to now, no other Faculty has followed.
- The first Faculty of Health Sciences in South Africa to introduce Problem-Based Learning and Community-Based Education in Medical Education.
- One of the two Faculties of Health Sciences in South Africa to first introduce an integrated 5-year MB ChB curriculum.
- The first Faculty of Health Sciences with a Medical School in South Africa to incorporate Social Work.
- The first Faculty of Health Sciences in South Africa to offer the Clinical Associate Programme. The first Clinical Associates in South Africa were produced by Walter Sisulu University in December 2010, and are working at twelve District Hospitals within the Eastern Cape Province.
- If approved by the Department of Education and Training, will be the first Faculty of Health Sciences to offer a degree in Orthotics and Prosthetics possibly in 2014 or 2015.
- Is planning to be the first Faculty of Health Sciences in South Africa to introduce placement of all its medical students at district hospitals for a continuous period of 20 weeks during the 5th year of study from year 2014. This innovation was commended by the Health Professions Council of South Africa during the accreditation visit in August 2011.

To the new students, the selection of students into our programmes remains a challenge, especially for the MBChB degree. The admission into our programmes is restricted by staffing, space and equipment, so as to maintain high quality production. We have now submitted a proposal to the National Department of Health requesting financial support so as to be able to double the intake of medical students by 2020 and triple the intake of clinical associates, in addition to increased intake in nursing, health promotion, social work, medical scientists and medical specialists. We also have a vision to introduce new programmes in the near future within the School of Allied Health Sciences such as Dietetics, Speech Pathology and Hearing, Occupational Therapy, Infection Control, Health Informatics and HIV and AIDS.

I would like to remind all of us that individuals come and go, be they staff or students. The institution is bigger and more important than all of us. Let us, therefore, not focus on ourselves as individuals but at the bigger picture, by working together as a team, and contribute positively to the growth of this institution, particularly the Faculty of Health Sciences, for the sake of the youth and future citizens of this country.
1. VISION

The Faculty of Health Sciences will be the leader in Problem-Based Learning (PBL), Community-Based Education (CBE) and Community Partnerships in Africa, in order to improve the quality of life of all the people served.

2. MISSION

The Faculty of Health Sciences is committed to excellence in Problem-Based Learning (PBL), Community-Based Education (CBE) and social responsiveness through the integration of community service into its learning programmes that involve innovative teaching and research, with special emphasis on Primary Health Care (PHC), and sustainable rural development in partnership with communities and service providers.

3. VALUES

- Academic freedom in teaching and learning, research and community service.
- Quality management and integrity in teaching and learning, research and community service
- Equity in all activities of the faculty, be it in student matters, staff matters, patient care and community service in general.
- Democratic governance at all levels of management.
- Student access for success in all programmes within the faculty
- Staff development and leadership capacity for all faculty staff.
- Batho pele principles of good character, respect and humility in our daily activities.
- Cost effectiveness in handling institutional resources at all times.
- Relevance to the needs of those we serve, especially students and the community

4. PRINCIPLES

4.1 Building partnerships between university, community and service providers that should guide teaching and learning, research and community engagement throughout the Faculty.

4.2 Developing an appropriate recruitment and selection process that enables the Faculty to recruit from communities with greatest need. This process should also:

- Look at both academic performance and personal attributes of prospective students.
- Includes community members in the selection committee and thus as members of the selection panel/s.

4.3 Developing an appropriate curriculum that is based on the primary health care approach and guided by health and social needs. This curriculum should include:

- Early clinical exposure.
- Significant learning in the community.
• Problem-based learning as a vehicle for community-based education and service.
• Integration of basic sciences, clinical medicine and population medicine from 1st year to final year.
• Student centredness and self-directed learning.

4.4 Developing a student support programme that ensures access for success.
This should include:
• A student mentoring programme, where senior students are mentors for junior students, staff members are mentors to needy students and community members are mentors to all students in the community.
• Provision of financial assistance to almost all students coming from disadvantaged backgrounds.

4.5 Recruiting and developing appropriate teaching staff that has passion for community engagement including health professionals in the workplace (general/family practitioners, nurses, health promoters, social workers, etc.), community health workers and community liaison officers. This initiative requires:
• Training of academic staff across disciplines to be tutors/facilitators of small group learning within an integrated curriculum beyond their respective disciplines/specializations.
• Training of health professionals also as tutors/facilitators of small group learning centrally, in the skills laboratory and in the community.
• Recruitment of community health workers and community liaison officers to be teachers and mentors that guide students in the community.

4.6 Developing an appropriate and expanded teaching and learning platform that will enable the Faculty to admit more students and also enable teaching to take place mainly in secondary and primary health care settings rather than at tertiary hospitals.
In this regard, each Learning Complex, including a District Learning Complex (consisting of a district hospital(s) and associated community health centres and/or clinics) should have:
• A learning centre that has seminar/tutorial rooms with teaching equipment, a skills laboratory and a library with intro and internet facilities, in addition to patient care facilities.
• Accommodation for students and staff.

4.7 Providing tangible, sustainable, integrated and comprehensive primary health care services that are based on relevance, equity, quality and cost effectiveness.
This can be achieved through:
• Teaching and application of the biopsychosocial model throughout the teaching platform.
• Exposing the students to community diagnosis that is followed by intervention projects, based on feasible and prioritized community needs.
• Re-introduction of family attachment scheme that enables students to follow patients into their homes over a period of time.
• District hospital and community health centre visits by academic staff for teaching students, capacity building to peripheral staff and service to the community.
5. **Albertina Sisulu Centre for Global Health and Research**

The Faculty of Health Sciences established the Centre for Global Health & Research in 2012 and named it after the struggle icon and education activist, Mrs Albertina Sisulu. This Centre:

- Is an overarching umbrella centre of the Faculty where research and service activities are housed in support of national, regional and global efforts;
- Provides a consolidated platform for research advancement and research training within the faculty,
- Champions global health and advances the implementation of socially accountable educational and health care systems.

This effort is done as an addition to the recruitment of Research Champions at the level of Research Professors and Research Associate Professors in the Faculty in order to build a research culture and enhance research productivity.

**The Research NICHE areas are:**

5.1 **Basic Sciences**
- Human Nutrition
- Medicinal Plants & Traditional Medicine

5.2 **Clinical Sciences**
- Clinical Epidemiology
- Chronic Diseases including Tuberculosis, Asthma, Cardiac Diseases
- HIV & AIDS from Health Promotion and Prevention including HIV Vaccine Testing to Monitoring and Evaluation of HIV & AIDS Management including ARVs

5.3 **Public Health**
- The Burden of Disease
- Disease Prevention and Health Promotion
- Health Systems Research
- Health Informatics

5.4 **Medical Education**
- Problem-based Education
- Community-based Education
- Service-Learning

**HISTORY OF FACULTY OF HEALTH SCIENCES**

Walter Sisulu University (WSU) came into existence on 1 July 2005, arising from the merger of the former University of Transkei, Eastern Cape Technikon and Border Technikon. The establishment of WSU completed the restructuring of the South African Higher Education landscape in terms of the Higher Education Act no 101 of 1997 as amended. It is therefore a new comprehensive university that offers a range of programmes from certificates to diplomas, degrees and postgraduate programmes. Strategically located within the Eastern Cape Province, WSU straddles a vast spectrum of the urban and rural divide of this region. This context has then led the university to define its NICHE area as that of Rural Development and Urban Renewal.
WSU has four (4) campuses as follows: Buffalo City (East London), Butterworth, Queenstown, and Mthatha (Head Office). WSU has four (4) Faculties as follows: Science, Engineering and Technology; Business, Management Sciences and Law; Education and Health Sciences. WSU has a student population of approximately 24,000 and a staff component of approximately 2000.

The Faculty was established in 1985 with the introduction of MBChB programme. At this time the Department of Nursing which was already operating under the Faculty of Economic Sciences was relocated. The Department of Health Promotion was established in 1989 as a Department of Health Education. Initially the focus was on undergraduate education and training and postgraduate programmes were later on introduced. To date the Faculty offers a range of programmes from certificates to undergraduate diplomas, bachelor degrees, honours, postgraduate diplomas, masters, Ph D’s and MD’s (Doctor of Medicine). The Faculty has a Medical Library which has a Skills Laboratory and Computer Learning Centre with Telemedicine facilities. International collaboration and establishment of regional Training Centre for HIV / AIDS in 2004. In collaboration with the Provincial Department Health, the Faculty has also a Regional Training Centre (RTC) for HIV and AIDS that was established in 2004.

The Faculty has been recommended as a WHO collaborating centre for PBL/CBE. It is a full and active member of The Network: Towards Unity for Health, and hosted the 1996 International Network Conference in Durban. Its full membership status was endorsed in 2006 for another 5 (five) years. The Faculty is now recognised by its peers internationally as one of eight (8) Medical Schools in the world that are champions of social accountability in health professions education. These medical schools have formed an organisation called the Training for Health Equity Network (THEnet). The Faculty of Health Sciences at WSU is the only Faculty of Health Sciences in Africa that is a member of this organisation.

The Faculty of Health Sciences has its Headquarters at Mthatha Campus but has an Academic Health Service Complex that spreads throughout the Eastern Cape Province including Mthatha Hospital Complex, East London Hospital Complex, Port Elizabeth Hospital Complex, about 15 District Hospitals mainly in the North Eastern Region of the Eastern Cape and 7 Community Health Centres (5 around Mthatha, 1 at Mqanduli and 1 in Qumbu). The teaching Platform is further enhanced by the establishment of Health Resource Centres at Mthatha, East London, Port Elizabeth and Queenstown. A fifth Health Resource Centre is under construction. These Health Resource Centres are strategically built next to the three Hospital Complexes at Mthatha, East London and Port Elizabeth. The fourth one is built next to the Regional Hospital in Queenstown whilst the fifth one will be built next to the Regional Hospital in Lisikisi. The purpose for establishing these Health Resource Centres is to create an academic environment throughout the Eastern Cape Province so that students are taught properly by joint staff that has access to library and internet facilities, to enable the three functions of an academic institution to be fulfilled adequately, i.e. teaching & learning, research and service to the people.

The Faculty of Health Sciences is regarded as the flagship of this university. Its niche area is rural health, based on its context. This has made this Faculty to be committed to learning and teaching in the community from District Hospitals to Community Health Centres, Clinics and patient homes (i.e. district learning complexes). Problem-Based Learning is introduced in first year and continues to be the main learning strategy up to final year. This is the only University in South Africa that offers small group Problem-Based Learning tutorials in clinical years. Learning in the community (i.e. Community-Based Learning) is also introduced early in the curriculum.
and the time spent in the community is progressively increased up to final year. Community-Based Learning in this Faculty is strengthened by the establishment of community partnerships around Mthatha and this led to the establishment of four (4) purpose-built Community Health Centres around Mthatha. The Clinical Associate Programme is thus modeled through these two powerful learning strategies, Problem-Based Learning and Community-Based Education. More than 90% of the curriculum for the Clinical Associate Programme is taught in District Learning Complexes, which is where the graduates of this programme will practice after completion.

School of Medicine
The School of Medicine has since graduated 935 doctors [111 on the traditional medical curriculum (1990-1996); 340 on the innovative PBL/CBE 6-year curriculum (1997-2004); and 758 doctors on an even more innovative and integrated PBL/CBE 5-year curriculum (2004-2013)]. The first year intake will be increased from 100 to 120 new students in as from 2012.

The Clinical Associate Programme was introduced in 2008 and had an intake of 23 students. The first cohort completed the programme at the end of 2010 and graduated in May 2011. The programme has produced a total of 93 graduates from 2008 - 2013. This 100% pass from year one to completion of a new programme in the higher education and training landscape must be commendable in the South African context. It is expected that the subsequent cohorts would equally do as well. The first year intake was increased from 24 to 32 in 2011.

School of Nursing
The Nursing Programme that was initially offered in 1982 was a part-time diploma in Nursing Administration and Community Health Nursing which was an 18 month programme. In 1984 the Diploma Nursing Administration and Community Health Nursing was upgraded to two years. Staff complement from 1982 – 1990 were three part-time lecturers, two of whom were employed as full-time in 1984. In 1990 the B Cur (A E et C) was started and the Honours B Cur started in 1991. The 4 year basic nursing degree (B Cur Basic), now called Bachelor of Nursing, started in 1997. This programme adopted a problem-based, community based approach and 608 registered nurses have qualified to date. A Masters programme started in 1999 and has produced 15 graduates. The first year intake is currently restricted to 85 students including repeaters.

School of Allied Health Professions
The Department of Health Promotion that was established in 1989 was upgraded to Health Education and Health Promotion in 1995 in response to the need to re-orientate training towards Primary Health Care, using problem based and community based learning. In 1999 a Bachelor of Science in Health Promotion degree was introduced and 396 students have since graduated from 2001-2010. In 2000 a Postgraduate Diploma in Health Promotion was also introduced and this programme has since graduated 28 students. The first year intake is currently restricted to 85 students including repeaters.

The Department of Social Work joined the School of Allied Health Professions in January 2009 and has two (2) programmes: Bachelor of Social Work and Master of Social Work. In January 2009 there was an intake of 160 students for Bachelor of Social Work and an intake of 5 students for the Master of Social Work. The first year intake is currently restricted to 136 students including repeaters. 2009 – 2012 Graduation output stands at 417.
ACADEMIC HEALTH SERVICE COMPLEX (AHSC) OF EASTERN CAPE

The Academic Health Service Complex of the Eastern Cape consists of hospital facilities (including attached community health centres and clinics) at all levels of health care (level 1, level 2 and level 3). The functions of the AHSC include teaching and learning, research, service and community engagement. WSU-Mthatha Complex serves as the epicentre with other Provincial Hospitals, District Hospitals, Community Health Centres and Health Resource Centres being integral parts of the Teaching Platform. Mthatha has had developments such as the Nelson Mandela Academic Hospital (NMAH). This is a 480 bedded Secondary and Tertiary Service Hospital.

In addition to being a centre for teaching of both undergraduate and postgraduate students, NMAH is also a referral hospital for Highly Specialised Hospital Care in Region D and E with approximately 2,6 million people. The foundation stone was laid by the former State President of South Africa, Dr Nelson Mandela after whom the Hospital is named. The Sod-Turning Ceremony to commence construction was inaugurated by the then State President of South Africa, Mr Thabo Mbeki.

TEACHING PLATFORM

The following teaching facilities currently serve as the Teaching Platform for WSU:

**Provincial Hospitals**
- Mthatha Hospital Complex
- East London Hospital Complex
- Port Elizabeth Hospital Complex
- Provincial Psychiatric Hospitals – Elizabeth Donkin in Port Elizabeth and Fort England in Grahamstown.

**District Hospitals**
- All Saints Hospital
- Bisho Hospital
- Cala Hospital
- Canzibe Hospital
- Frontier Hospital
- Glen Grey Hospital
- Grey Hospital
- Hewu Hospital
- Holy Cross Hospital
- Kokstad Hospital
- Madwaleni Hospital
- Madzikane kaZulu Hospital
- Malizo Mpehle Hospital
- Mount Ayliff Hospital
- Rietvlei Hospital
- Sipetu Hospital
- St Barnabas Hospital
- St Elizabeth Hospital
- St Patricks Hospital
- Zitulele Hospital
Community Health Centres
Baziya Health Centre
Mbekweni Health Centre
Mhlakulo Health Centre
Ngangelizwe Health Centre
Stanford Terrace Clinic
Qumbu Health Centre
Mqanduli Health Centre

Health Resource Centres
Mthatha Health Resource Centre
East London Health Resource Centre
Port Elizabeth Health Resource Centre
Queenstown Health Resource Centre

Other Teaching Facilities
General Practices (GP)
Empilweni Old Age Home
Hospice Association of Transkei (HAT)

The Faculty would like to include other district hospitals in future including:
Empilisweni Hospital
Port Alfred Hospital
Settlers Hospital
Hummansdorp Hospital

COMMUNITY ENGAGEMENT

The Faculty pioneered Community-Based Education (CBE) in partnership with the Department of Health and the local communities of Ngangelizwe, Baziya, Mbekweni and Mhlakulo through the establishment of what was then called the Unitra Community Health Partnership Project (UCHPP). This project led to the establishment of four (4) Community Health Centres in and around Mthatha through funding from the W. K. Kellogg Foundation from 1991 to 2001. This initiative further led to the establishment of a university-wide Community Higher Education Service Partnership (CHESP) that has in turn been merged with Work Integrated Learning in the new Walter Sisulu University to form the greater part of the Centre for Community and International Partnerships. The Capacity building programme at district hospitals is supported by Department of Health with transport and is part of joint function of staff at WSU. The Faculty has adopted the Infusion Model of Community Engagement in line with the rest of the University.

RESEARCH

Research in the Faculty, in addition to being Departmental, is also collaborative with the Provincial and National government based on ENHR priorities (Essential National Health Research Priorities). The Faculty Research NICHE areas include Human Nutrition, Medicinal Plants, Chronic Diseases, HIV & AIDS, Health Systems and Medical Education. In 2010, forty three (43) papers were published in peer reviewed journals and one hundred and four (104) papers were read at national and international scientific conferences.
<table>
<thead>
<tr>
<th>Linkage/Collaboration/Partnership</th>
<th>Focus Area</th>
<th>Contact / Department</th>
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<tbody>
<tr>
<td>1. Training for Health Equity Network (THEnet)</td>
<td>Social Accountability</td>
<td>Faculty of Health Sciences</td>
</tr>
<tr>
<td>2. Winchester University, UK</td>
<td>Health Informatics</td>
<td>Family Medicine</td>
</tr>
<tr>
<td>3. University of Colorado, Denver</td>
<td>Clinical Associate Programme</td>
<td>Medical Clinical Practice</td>
</tr>
<tr>
<td>4. University of Illinois</td>
<td>Teaching and Research</td>
<td>Family Medicine</td>
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<tr>
<td>5. University College, London</td>
<td>Teaching and Research</td>
<td>Family Medicine</td>
</tr>
<tr>
<td>6. University for Development Studies, Tamale, Ghana</td>
<td>Medical Education including Postgraduate education</td>
<td>Faculty of Health Sciences</td>
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<tr>
<td>7. Inkosi Albert Luthuli Central Hospital, Durban Health Sciences</td>
<td>National Enteic, Respiration &amp; Meningeal Surveillance</td>
<td>Haematopathology</td>
</tr>
<tr>
<td>8. University of Cape Town, Desmond Tutu Research Unit</td>
<td>HIV Vaccine Research</td>
<td>Family Medicine</td>
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<tr>
<td>9. South African Aids Vaccine Initiative (SAAVI)</td>
<td>HIV Vaccine Trial</td>
<td>Family Medicine</td>
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<tr>
<td>10. Cape Peninsula University of Technology (CAPUT)</td>
<td>Medical Technology</td>
<td>Chemical Pathology</td>
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<td>11. Tygerburg Hospital, Stellenbosch</td>
<td>Research &amp; Postgraduate training</td>
<td>Chemical Pathology</td>
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<tr>
<td>12. University of Cape Town</td>
<td>Postgraduate Education and Training</td>
<td>Faculty of Health Sciences</td>
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<tr>
<td>13. University of Newcastle, Australia</td>
<td>Health Professions Education and Research</td>
<td>Faculty of Health Sciences</td>
</tr>
<tr>
<td>14. Medical Research Council, Health Promotion Unit</td>
<td>Teaching and Research</td>
<td>Health Promotion and Community Health</td>
</tr>
<tr>
<td>15. Foundation for the Advancement of International Medical Education and Research (FAIMER)</td>
<td>Health Professions Education and Research</td>
<td>Faculty of Health Sciences</td>
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<tr>
<td>16. Southern African Regional (FAIMER) Institute (SAFRI)</td>
<td>Health Professions Education and Research</td>
<td>Faculty of Health Sciences</td>
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<tr>
<td>17. ITECH, University of Washington</td>
<td>Technical Support on Programmatic Training Activities and Clinical Mentoring</td>
<td>Eastern Cape Regional Training Centre (ECRTC)</td>
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<tr>
<td>18. Centre for Disease Control (CDC) USA</td>
<td>Development of Training Modules and Protocol</td>
<td>ECRTC</td>
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<td>19. JHPEGO</td>
<td>Training Information Database</td>
<td>ECRTC</td>
</tr>
<tr>
<td>20. Institute for Health Care Improvement (IHI)</td>
<td>Technical Support on Health Improvement</td>
<td>ECRTC</td>
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<td>21. Lilitha College of Nursing Affiliation</td>
<td>Nursing Education</td>
<td>Nursing</td>
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<td>Partnership</td>
<td>Focus Area</td>
<td>Contact / Department</td>
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<tr>
<td>22. Medical Research Council</td>
<td>Trauma Surveillance</td>
<td>Dept of Surgery</td>
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<tr>
<td>23. The Valley Trust</td>
<td>Community Empowerment</td>
<td>Health Promotion</td>
</tr>
<tr>
<td>24. Boitekanelo College, Botswana</td>
<td>Teaching and Learning</td>
<td>Health Promotion</td>
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<tr>
<td>25. Northern Ontario School of Medicine (NOSM)</td>
<td>Health Professions Education</td>
<td>Faculty of Health Sciences</td>
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<tr>
<td>26. The Network</td>
<td>Health Professions Education</td>
<td>Faculty of Health Sciences</td>
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**STAFF - FACULTY OF HEALTH SCIENCES**

**FACULTY OFFICE**

Acting Executive Dean : Prof NE Sokhela, DNE & Com (Medunsa), BA Cur (Unisa) M Soc Sc (Nursing) (Natal), PhD (Natal)

Executive Secretary : Ms K Sangoni

Acting Deputy Dean : Dr WW Chitha; MBChB, MPH Health Economics (UCT), AMDP (SU)

Secretary : Ms K Kuta, LLB (WSU), LLM (UNISA)

Research Champions:
Professors : G Wright, M Phil (CNNA), MBA (Central Lancashire), FBCS (Institute of Learn & Teaching), Royal Academy of Medicine (Ireland) B Longo Mbenza, MD, Ph D (Bucarest), M Sc, D Sc (Brussels)

Quality Assurance Officer : Mr Toni, B Sc (Unitra), HDE (Unitra), PG Dip in Health Promotion (WSU)

Faculty Administrative Officer : Mrs EN Mkosi, PTC (Cicira), B Com (Unitra), PG Professional Short Courses in Enviromental Studies (Natal)

Student Affairs : Ms X Xothongo; Nat Dip Office Admin (WSU)

Administrative Assistant : Mrs P Madikazi, B Compt (WSU) Mr S Adkins

**FINANCE OFFICE**

Faculty Accountant : Vacant
UNDERGRADUATE EDUCATION AND TRAINING UNIT

Co-ordinator : Miss AGA Konyana, B Com, HDE(Unitra)
Senior Typist : Ms NR Malusi
Administrative Assistant : Ms N Fiko, ND(HRM)

POSTGRADUATE EDUCATION AND TRAINING UNIT

Co-Ordinator : Mrs N N Dabata, B Com Ed(Unitra), LLB (WSU)
Admin Assistant : Ms YMM Mweli, Dip Public Relations

MEDICAL LIBRARY

Librarian : VO Mjoli, BA(Cur)(Unisa), HDLIS(Unitra), B Bibl Hons (Unitra)
Assistant Librarian : M Somkoko, B Bibl(Unitra), B Bibl Hons(Unitra)
Library Assistant : MST Ndzotyana

CENTRE FOR GLOBAL HEALTH AND RESEARCH

Director : WW Chitha; MBChB, MPH Health Economics (UCT)

SCHOOL OF MEDICINE

Director : AB Nganwa-Bagumah, MBChB(Makerere), M Med (Surg) (Makerere), FRCS(Edinburgh), FRCS(Glasgow) FICS
Secretary : Ms C Pillay, Cert in Comp Lit (Natal), ICD10 Coding (Pretoria), B Admin (WSU)
School Officer : Vacant

DEPARTMENT OF ANATOMY, EMBRYOLOGY & HISTOLOGY

Professor : AB Nganwa-Bagumah, MBChB(Makerere), M Med (Surg) (Makerere), FRCS(Edinburgh), FRCS(Glasgow) FICS
Associate Professor : MA Gari, MD(Havana)
Senior Lecturer : IS Lubega, MBChB, FCS (SA)
Lecturer : G Milanes-Rodriguez, MD (Santiago)
Demonstrator : Vacant

SCHOOL OF MEDICINE

Director : AB Nganwa-Bagumah, MBChB(Makerere), M Med (Surg) (Makerere), FRCS(Edinburgh), FRCS(Glasgow) FICS
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Senior Lecturer : IS Lubega, MBChB, FCS (SA)
Lecturer : G Milanes-Rodriguez, MD (Santiago)
Demonstrator : Vacant

SCHOOL OF MEDICINE

Director : AB Nganwa-Bagumah, MBChB(Makerere), M Med (Surg) (Makerere), FRCS(Edinburgh), FRCS(Glasgow) FICS
Secretary : Ms C Pillay, Cert in Comp Lit (Natal), ICD10 Coding (Pretoria), B Admin (WSU)
School Officer : Vacant

DEPARTMENT OF ANATOMY, EMBRYOLOGY & HISTOLOGY

Professor : AB Nganwa-Bagumah, MBChB(Makerere), M Med (Surg) (Makerere), FRCS(Edinburgh), FRCS(Glasgow) FICS
Associate Professor : MA Gari, MD(Havana)
Senior Lecturer : IS Lubega, MBChB, FCS (SA)
Lecturer : G Milanes-Rodriguez, MD (Santiago)
Demonstrator : Vacant

SCHOOL OF MEDICINE

Director : AB Nganwa-Bagumah, MBChB(Makerere), M Med (Surg) (Makerere), FRCS(Edinburgh), FRCS(Glasgow) FICS
Secretary : Ms C Pillay, Cert in Comp Lit (Natal), ICD10 Coding (Pretoria), B Admin (WSU)
School Officer : Vacant

DEPARTMENT OF ANATOMY, EMBRYOLOGY & HISTOLOGY

Professor : AB Nganwa-Bagumah, MBChB(Makerere), M Med (Surg) (Makerere), FRCS(Edinburgh), FRCS(Glasgow) FICS
Associate Professor : MA Gari, MD(Havana)
Senior Lecturer : IS Lubega, MBChB, FCS (SA)
Lecturer : G Milanes-Rodriguez, MD (Santiago)
Demonstrator : Vacant
Chief Technologist : Vacant

Technologist : I N Kolosa, B Sc, HDE(Unitra), Nat Dip Med Tech (Pen Tech), B Ed (UNISA), MA(UZUL)

Lab Technician : MA Shauli, Dip Bio Med Sc (NUL)
                 : M A Shopo

Lab Attendant : M Zweni

**DEPARTMENT OF COMMUNITY MEDICINE**

Professor : DL Buso, B Sc (FH), MBChB(NTL), DLSHTM(London), DHSM (NTL), FCPHM, M Med, MsHPFF (London), MMED (NTL), FCPHM (CMSA)

Associate Professor : A Del Rio, MD(Camaguey), M Sc(Mexico)
Senior Lecturer : J Bernal, MD(Villa Clara), Spec 2 Degree Biostatistic
                 : E Zaldivar,MD (Sto Cuba), Spec.2 Degree in Health Man. MSc Health Informatics

Lecturer : MI Malema, BA (Psych) (Unin); HED (Unin); B.ED (Educ. Psych) (Unin), MPH(UL)
           : B Bongsha BSc, MSc Economics (Bayero Univ)

Research Assistant : Vacant

**DEPARTMENT OF FAMILY MEDICINE**

Professor/Chief Specialist : Vacant

Associate Professor/Principal Specialist : J Chandia, MBChB(Makerere), DTM & H, DPH(Wits), Dip Acupuncture (SAMAS), M Prax Med (Medunsa), FCFP(SA)

Secretary : Ms B Tofile, Nat Dip (HR) (ECT)

Senior Lecturer/Senior Specialist : D O’Mahony MBChB, DCH, DTM & H, DPH (Wits), Dip Mid COG (SA) FRCGP (UK)
                                   : A Pozo Gonzalez, MD
                                   : W Gonzalez Martinez, MD

**MTHATHA ACADEMIC HOSPITAL COMPLEX & HEALTH CENTRES**

Principal Specialist/Associate Professor : P Yogeswaran, MBBS (Peradeniya), M Fam Med (Unitra), FCFP(SA)
                                        : GFD Rupesinghe, MBBS (Ceylon), M Prax Med (Medunsa) FCFP(SA)

Principal Specialist/Senior Lecturer : Dr Cawe, B Sc, MBChB, M Med (Fam Med) (WSU)
Senior Specialist/Senior Lecturer : SP Pradhan, MBBS (Ranchi), M Med (Unitra)

**HEALTH SCIENCES**

18
Chief Medical Officer/Lecturer : R Osinjolu MBBS(Nigeria), Post Grad Dip Palliative Med(WC)  
: N Bustamante, MD (Havana)  
: D Roy MBBS(Chittagong)  
: TE Morales-Perez, MD (Ciefuengos)

Family Practitioner/Lecturer (Part-time) : P Mda BSc (Diet), PG Dip Diet (Natal), MBChB (UCT), Dip HIV Med (SA)  
: LK Mafanya MBChB (Unitra)  
: M Mapheleba MBChB(Unitra)  
: N Kobo BSc (Unitra), MBChB (Medunsa), MMed Fam Med (WSU)  
: S Mbilase MBChB(Unitra)

DEPARTMENT OF OBSTETRICS AND GYNAECOLOGY

Professor/Chief Specialist : GAB Buga, MBChB, MMed (O&G) (Makerere), PhD (Dublin)

Secretary : Ms L Nkasa, Nat Dip (Office Admin) (ECT), B Tech (HR) (WSU)

Senior Lecturer/Principal Specialist : CNE Mkotcha MBChB, MMed (Dar)  
: JM Wandabwa MBChB, M Med (Makerere), PhD (London)

Senior Lecturer/Senior Specialist : CB Businge MBChB, M Med (Makerere)

Lecturer : Ms A Meeme, B Sc Hons, M Sc (Makerere)

MTHATHA HOSPITAL COMPLEX

Principal Specialist/Senior Lecturer : J Byaruhanga, MBChB, M Med(O&G) (Makerere)  
: M Mdaka MBChB MMed (Medunsa)  
: GE Appiah,MBChB, FCOG

EAST LONDON COMPLEX

Chief Specialist/Associate Professor : GJ Hofmeyr, MRCOG

Principal Specialist/Senior lecturer : ET Nigussie; Spec Dip O&G, PHP

Specialist/Lecturer : N Nivikova; PhD, MRCOG
DEPARTMENT OF PAEDIATRICS

Professor/ Chief Specialist : MZ Nazo, MB ChB, MMed (Paeds), MBA (Natal)
   : G Tindimwebwa, MBChB, M Med (Paed) Makerere
Associate Professor/ Principal Specialist : D Perez-Vizccaino, MD (Havana)
   : A Cejas-Petanas, MD (Havana)

MTHATHA COMPLEX

Chief Specialist/Associate Professor : KS Gaire, MBBS, MCPS, DCH, MD (Paed), DHSM (Natal)
Principal Specialist/Associate Professor : V Karaire Mushabe
Senior Lecturer : Vacant

EAST LONDON COMPLEX

Principal Specialist / Associate Professor : G Boon, MBChB (UCT), DCH, FCPaeds (SA)
Principal Specialist/Senior Lecturer : M Levy, MBChB (UCT), DCH, FCPaeds (SA)
Specialist/ Lecturer : F Goosen, MBChB (UCT), DCH, FCPaeds (SA)
   : K Harper; FCPaeds (SA)
   : B Van Emmenes; FCPaeds (SA)
   : I Michaelis; Staatsexamen-Paeds (Germany)
   : N Mbilini; FCPaeds (SA)
   : D Awotedu; FCPaeds (SA)

PORT ELIZABETH

Principal Specialist/Associate Professor : I Bekkar

DEPARTMENT OF PHARMACOLOGY

Professor : Vacant
Associate Professor : JA Aguirre, MD (Havana), M Sc (Canada), PhD (Havana)
Senior Lecturer : NB Sathiakumar, B Sc, M Sc, PhD (Madras)
Lecturer : N Katende, M Pharm Sc (Hav), HDE (cum laude)(Unitra), M Pham (UNW), M Sc (IPHC) (London), Ph D (NWU)
Laboratory Assistant : P Dlamini, Cert Biomed Tech, ND (Anal Chem)

HEALTH SCIENCES 20
DEPARTMENT OF PSYCHIATRY AND HUMAN BEHAVIOURAL SCIENCES

Professor /Chief Specialist : O Alonso-Betancourt, MD (Camaguey),
2nd Degree Specialist In Psychiatry (Camaguey),
PhD (Havana), FC Psych (SA) (by peer review)

Secretary : S Jafta
National Diploma Office Management (WSU)

Associate Professor/Principal Specialist : Vacant

Senior Specialist/Senior Lecturer : M Morales-Herrera, MD (Camaguey), M Sc
(Camaguey), 1st Degree Specialist in Psychiatry
(Camaguey) Master in Traditional and Natural
Medicine (Cuba)

Lecturer : Vacant

MTHATHA COMPLEX

Senior Specialist/Senior Lecturer : P Gasela, MBChB (Unitra), FC Psych(SA)

EAST LONDON COMPLEX

Principal Specialist / Associate Professor : H Uys FC Psych (SA), M Med Psych (Wits)

Senior Specialist/Senior Lecturer : K Sukeri FC Psych (SA)

Senior Lecturer : N I Nkowane, FC Psych (SA)

PORT ELIZABETH COMPLEX

Principal Specialist/Associate Professor : S Grobler, MBChB (Pret), DOH (Pret),
MMed (Psych)(UFS), FC Psych(SA)

Senior Specialist/Senior Lecturer : S Van Wyk M.Med Psych (Pretoria), FC Psych (SA)

Senior Lecturer : Willem Esterhuysen MMed Psych (UFS)
Z Zingela FC Psych (SA) MMed Psych (UP)

GRAHAMSTOWN

Principal Specialist/Associate Professor : M Nagdee FC Pysch (SA), Master of
Sciences (Wits)

Senior Lecturer : H Loffstadt M Med Psych (UFS)
CMO/Lecturer : L Kovalsky 2nd Degree Specialist in
Psychiatry (Poland)
DEPARTMENT OF RADIATION ONCOLOGY

EAST LONDON HOSPITAL COMPLEX

Chief Specialist/Associate Professor : B Pokharel; FC RAD Onc
Senior Specialist/Senior Lecturer : V Reddi; DMRT (London), FFR RCSI

DEPARTMENT OF RADIOLOGY

Associate Professor/Principal Specialist : Vacant
Senior Lecturer : AFK Namugenyi; M Med Radiology (Makerere)
 : Vacant

MTHATHA HOSPITAL COMPLEX

Principal Specialist/Senior Lecturer : MI Anwary, MBBS (Mysore), M Med Diagnostic Radiology (Nairobi)

EAST LONDON HOSPITAL COMPLEX

Chief Medical Officer/Lecturer : N Macingwane; FC Rad(SA)

DEPARTMENT OF MEDICINE

Chairman : Prof AA Awotedu, MBBS (Iba), FMCP, FWACP, FCCP, FCP (SA), FRCP (Edin)

DEPARTMENT OF INTERNAL MEDICINE

Professor/Chief Specialist : AA Awotedu, MBBS (Iba), FMCP (Nig), FWACP, FCCP, FCP (SA), FRCP (Edin)
Associate Professor/Principal Specialist : H Foyaca-Sibat, MD (Havana)
Senior Lecturer/Senior Specialist : COEkebegh,MBBS(Ibadan),FMCP(Nig), MSc(UCT)
Lecturer : Vacant

DEPARTMENT OF PULMONARY MEDICINE

Professor / Chief Specialist : PO Oluboyo, MBBS (Iba)FMCP (Nig), FWACP, FCCP
Senior Specialist/Senior Lecturer : Vacant
Lecturer : M Valavi, MBBS (Ind)

HEALTH SCIENCES 22
DEPARTMENT OF DERMATOLOGY

Senior Lecturer/Senior Specialist : Vacant

MTHATHA COMPLEX

Chief Specialist/Associate Professor : N Tonjeni, B Sc, UED (UFH); MBChB, M Med Int. (Medunsa), Dip HRM, Dip Training Mngmt, Dip Train the Trainer, Dip ABET (DSM)

Principal Specialist /Associate Professor : MB Thomas, MD (Padua), Specialist in Internal Medicine (Pama), Specialist in Nuclear Medicine (Padua)

Principal Specialist/Associate Professor : K Mashiyi, MBChB (Unitra), FCP (SA)
Principal Specialist/Senior Lecturer : A Mankahla MBChB FRC-derm

Senior Specialist/Senior Lecturer : KM Thomas, MBBS (Ind), MD (Med), MD (Anaes), DA
 : MX Lubanga, MBChB, MSc Med (Lond), DTMH

PORT ELIZABETH COMPLEX

Principal Specialist/Senior Lecturer : B Brown, MBChB(UCT), FCP(SA)
 : A Alavudeen, MBBS (India), MD, FCP (SA)
 : G Naidoo, MBChB (UCT) FCP (SA)
 : T Ellis, MBChB, FCP (SA)

Chief Medical Officer/Lecturer : Felipe Ballester MD(Havana)
 : AKM Alam, MBBS,Diploma in Internal Medicine

EAST LONDON COMPLEX

Chief Specialist/Associate Professor : A Parish, MBChB(UCT), FCP(SA)
 : C Horsfall; MRCP

Principal Specialist/Professor Emeritus : N Xaba-Mokoena, Med Lic, Specialist Diseases (Sweden)

Principal Specialist/Senior Lecturer : A Gordon, MBChB, FCP (SA)

Senior Specialists/Lecturer : R Mahlunge, MBBS, FCP (SA)

DEPARTMENT OF NEUROSURGERY

Principal Specialist/Senior Lecturer : A Makangee; FCS (SA) Neuro

DEPARTMENT OF PATHOLOGY

Chairman : L Banach, MBChB, M Med Pathology(Anatomical), Ph D (Lublin Poland)
DEPARTMENT OF ANATOMICAL PATHOLOGY, HISTOPATHOLOGY & CYTOLOGY

Professor/Chief Specialist : L Banach, MBChB, M Med Pathology (Anatomical), Ph D (Lublin Poland)

Associate Professor/Senior Specialist : M E Garcia-Jardon, MD, Specialization in Path II° (Havana)

Senior Lecturer : Vacant

Lecturer : Vacant

Chief Technologist : N J Paton, AIMLS (Histopathology)

: J Govender, B Tech in Biomedical Tech (PE Tech), M Sc (Health Care Management (Luton, UK)

Medical Technologist : Vacant

Research Assistant : Vacant

Mortuary Technician : Vacant

DEPARTMENT OF CHEMICAL PATHOLOGY

Professor/Chief Specialist : EV Blanco-Blanco, MD (Havana), Second Degree Specialist in Clinical Pathology (Havana), MSc Infectious Diseases (Havana)

Senior Lecturer : CT Vazquez-Drake, MD (Camaguey), First Degree Specialist in Clinical Pathology (Camaguey), MSc Infectious Diseases (Camaguey)

Senior Lecturer : Vacant

Lecturer : Vacant

Senior Medical Technologist : ZK Gqweta, MSc Chem Path (WSU), Dip in Chem Path & Microbiology (KEM Hosp, Natal), B Tech in Biomedical Tech (CPUT)

Technologist : M Mdoda, PG Dip Chem Path (WSU), NDMT Chem Path (Garankuwa Hosp), B Tech Biomedical Technology (Pen Tech), PG Dip Chem Path (Garankuwa Hosp)

DEPARTMENT OF FORENSIC MEDICINE

Professor/Chief Specialist : Vacant

Associate Professor/Principal Specialist : BL Meel, MBBS, MD (AIIMS, New Dehli), DHSM (Natal), DOH (Wits), M Phil HIV/AIDS Management (Stellenbosch)
Lecturer : Vacant

DEPARTMENT OF HAEMATO Pathology

Professor/ Chief Specialist : BA Ogunsanwo, MBBS (Ibadan), FMC Path (Nigeria), FWACP (Lab Med)
Senior Lecturer/Senior Specialist : Vacant
Senior Medical Technologist : Vacant
Medical Technologist : PP Oliphant, N Dip in Med Tech, B Tech in Biomedical Technology

DEPARTMENT OF MEDICAL BIOLOGY

Senior Lecturer : M Mammen, B Sc, M Sc (Kerala), HDE (Fort Hare), BEd(Rhodes), Ph D (WSU), Medical Educ Fellowship (FAIMER USA)
Junior Lecturer : M Mathews, B Sc (Kerala), M Sc (Baroda), HDE (Unitra), MEd (WSU)
Laboratory Assistant : B Umapathy, B Sc (Madras), PG Dip (Health Promotion (WSU)

DEPARTMENT OF MEDICAL CLINICAL PRACTICE

Professor/ Chief Specialist : Vacant
Secretary : Z Ludidi N Dip Econo (Natal) Cert infor Systems (Pitman’s Qualifications) Pract Office Skills (Buffalo City College)
Principal Specialist/Senior Lecturer : Dr M B Khatry-Chhetry Cert Gen. Med (Nepal), MBBS (China), Post Grad Acupuncture, Moxibuston and Massage & Qi Gong (China), M Fam Med (OFS), M Sc Health Informatics (Winchester, UK)
: AP Gonzalez; MBChB (Santiago), 1st Degree Family Medicine (Santiago), M Emergency Care (Camaguey), 2nd Degree Family Med Speciality (Camaguey)
: N P Mnyipika Dip Compr Nursing Gen, Comm, Psych & Midwifery (Ciskei), BA Cur Nursing Sc (Unisa), BA Hons (Unisa), Cert HIV/AIDS Care & Counselling (Unisa)
: Ms N Pikini Dip Gen Nursing (St Lucy’s Hosp), Dip Midwifery (St Lucy’s Hosp), Cert Audiometry & Spirometry (Hormony Gold Min LTD)
: G Issembatyana, Dip Clinical Med and Community Health, Dip Mental Health
Ms A Khainza, Degree Health Service Management, Dip ENT Clinical Medicine, Dip. Clinical Medicine & Community Health (Uganda)
Dr Djoko Iwambi, MD (Lubumbasi DRC)

Administrative Assistants:
- B Buyenge, ND Internal Auditing
- D Giba, ND Office Mgmt
- N Hlomendlini, ND Public Relations Mgmt
- N Kesa, Enrolled Nurse, ND Fin Info System

**DEPARTMENT OF MEDICAL MICROBIOLOGY**

Professor/Chief Specialist: Vacant

Associate Professor/Principal Specialist: SD Vasaikar, MBBS, MD (Med Microbiology)

Senior Lecturer: T Apalata, M Med Microbiology
Senior Lecturer: Vacant

Lecturer: W Martinez Martinez, MSc (Infectious Diseases) (Cuba)

Chief Medical Technologist: N Nxasana, Dip in Med Technology (Pen Tech), B Tech (PE Tech)

Medical Technologist: SM Mvo, B Tech (PE Tech)

Senior Lab Assist: N Qotoyi, Dip in Med Technology (Pen Tech), B Tech CATE Tech) Post Grad Dip-HIV/Aids Management (SU)

**DEPARTMENT OF PHYSIOLOGY**

Chairman: Vacant

**DEPARTMENT OF MEDICAL BIOCHEMISTRY**

Professor: G George, B Sc (Kerala), M Sc PhD(Mysore), PGD (Res Ethics) (UCT)

Associate Professor: RR Fernandez; MD PhD (Victoria de Giron)

Senior Lecturer: A Perez; MD (Villa Clara)
Lecturer: F Ganjifrockwala, B Sc, M Sc (MSU Baroda)
: J Joseph, B Sc, M Sc (Barathiyar University)

Research Assistant: TR Tshaka, ND Med (Pen Tech), B Tech (PE Tech), MBA (North West)
Laboratory Assistant: B Gqaza, BSc (Rhodes), BSc (Hons) (WSU)

**DEPARTMENT OF PHYSIOLOGY**

Professor: JE Iputo (MBChB) (Makerere), Ph D (Dublin)

**HEALTH SCIENCES**

26
Associate Professor : E Umapathy, M Sc, PhD (Madras), Dip in German (Madras), R. Nutr (UK)

Senior Lecturers : AV Namugowa, M Sc (St Andrews UK), B Sc, Dip (Makerere), Adv Dip (Renewable Energy Sources)
KO Awotedu , MBBS (Ib), FMCGP (Nig), B Sc Hons (Ib), PG Dip Immune
CR Sewani-Rusike, MBChB (Zim), Ph D (Physiology) (Michigan, USA)

Lecturer : Dr D Kamadyaapa, M Sc, Ph D (Physiology) (UKZN)
E Ndebia; MSc (Yaundee)
Vacant
Vacant

Junior Lecturer : S Zono BSc (Hons)(WSU)

Laboratory Assist : ST Muthiraparampil; BSc (Kerala), B Ed (Bangalore) BSc Hons (WSU), MEd (WSU)

Chief Technologist : Vacant

Technologist : Vacant

Lab Technician : YYY Stofile Nat Dip in Analytical Chem (WSU)

DEPARTMENT OF SURGERY

Chairman (Acting) : A Dhaffala, MBChB, M Med (Makerere), FAS (EA), FCS

Secretary : Ms F Xamlashe, ND: (HR) (CPUT)

DEPARTMENT OF ANAESTHESIOLOGY

Professor/Chief Specialist : Vacant

MTHATHA COMPLEX

Chief Specialist/Associate Professor : RG Nelivigi, MBBS, DA, MD (Karnataka)

Senior Lecturer : D Eghan, MBChB, DA (London), MD (Charles University)

Principals specialist : MB Thomas, MD Specialisation in Anaesthesia (Milan)

Principal specialist : M Salah Specialist in anaesthesiology & Intensive Care (Santa)

Chief Medical officer : CP Shrivastava, MBBS(Calcutta), DA (Dhaka), MCPS (Dhaka)

Chief Medical officer : A Vargese, MBBS, DA(SA)
EAST LONDON COMPLEX

Chief Specialist/Associate Professor : D Morell, MBChB, FFA(SA)
Principal Specialist/ Senior Lecturer : A Bhat MBBS, DA, MD
Principal Specialist/ Senior Lecturer : M Coltman, MBChB, FCA(SA)
Principal Specialist : A Ritcher
Senior Specialist : N Wessels

PORT ELIZABETH COMPLEX

Principal Specialist/ Associate professor : LR Smith
Principal Specialist : T Mabusela
Principal Specialist : DE Schmidt
Principal Specialist : P Alexandris
Specialist Anaesthesiologist : S Venter
Specialist Anaesthesiologist : C Basson
Specialist Anaesthesiologist : A Wentzel

DEPARTMENT OF CARDIO-THORACIC SURGERY

Professor/Chief Specialist : Vacant
Senior Lecturer : MC Fontes Maestre, MD

MTHATHA COMPLEX

Chief Specialist : Vacant
Principal Specialist : Vacant

DEPARTMENT OF GENERAL SURGERY

Professor/Chief Specialist : Vacant
Associate Professor/Principal Specialist : A Dhaffala, MBChB, M Med (Makerere), FAS (EA), FCS
                                              : N Bustamante, MD (Havana), PhD (Budapest)
Senior Lecturer/Senior Specialist : HJC Kingu, MD, M Med(Surgery) (Dar-es)

HEALTH SCIENCES

28
MTHATHA COMPLEX

Principal Specialist /Senior Lecturer : C A Tackie, MD (Esses), Specialist in Gen Surg (Dortmund), Paediatric Surgery (Germany)  
: A B Kafuko MBChB (Makerere), M Med Surg (Makerere)  
: S Molaoa MBChB (Natal) FCS (SA)  
: Lusawana, MBChB (UNITRA), FCS  
Specialist/Lecturer : OK Thomas MBBS, FCS (SA)  
: D Musoke, MBChB, FCS (SA)  
: R Jayakrishnan, MBBS(Mahatma Ghandi), FCS

EAST LONDON COMPLEX

Principal Specialist/Senior Lecturer : W Matshoba, MBChB, FCS (SA)  
Senior Specialist/Senior Lecturer : M E Bunting, MBChB, FCS (SA)  
Chief Medical Officer/Lecturer : S Pandey, MBBS, MS (Surgery)  
: D Brown, MBChB, Higher Diploma Surgery (SA)  
Specialist/Lecturer : E Simpson, MBBS, FCS (SA)

PORT ELIZABETH COMPLEX

Principal Specialist/Associate Professor : SS Pillay, LLM.RC (IREL) LLM.RC (IREL), MBChB NU (IREL), RCS (SA)  
Principal Specialist/Senior Lecturer : G R Manoharan, MBBS, DHMS, FRCS (GLASG)  
: D Mbete, MBChB, FCS (SA)  
Specialist/ Lecturer : B Ocharo, MBChB,FCS(SA)

DEPARTMENT OF PAEDIATRIC SURGERY, EAST LONDON COMPLEX

Chief Specialist/Associate Professor : C Lazarus, MBChB, FCS (SA), FRCS  
Chief Specialist/Associate Professor : M Chitnis;  Cert Paed Surg (CMSA)  
Specialist/Lecturer : I Simango;  FCS(SA); Cert Paed Surg (CMSA)

DEPARTMENT OF OPHTHALMOLOGY

Professor/Chief Specialist : Vacant  
Senior Lecturer/Senior Specialist : C Salazar-Campos, MD (Havana)
MTHATHA COMPLEX

Principal Specialist/Associate Professor : ML Bhala, MBBS (JAIP), MS (Ophth)

EAST LONDON COMPLEX

Principal Specialist/ Senior Lecturer : P Alexander, MBChB (UCT), FCS (Ophth) SA
Specialist/Lecturer : A Boliter; FCS(SA) Ophth
 : S Cook; FCS(SA) Ophth

PORT ELIZABETH COMPLEX

Principal Specialist/ Senior Lecturer : M Louw MBChB( Stellenbosch), FCS(Ophth)SA
 : M Jacoby MBChB,Stelenbosch), FCS(Ophth)SA

DEPARTMENT OF ORTHOPAEDIC SURGERY

Professor/Chief Specialist : Vacant
Associate Professor/Principal Specialist : ON Onwuanyi, MBBS(Lag), FMCS(Nig), FRCS (Ed), FICS
Senior Lecturer/Senior Specialist : LO Anozie, MBBS(Lag), FWACS

MTHATHA COMPLEX

Principal Specialist/ Senior Lecturer : D Oloruntoba, MBBS, FWACS

EAST LONDON COMPLEX

Senior Specialist/Senior Specialist : N Gibson; FCOth(SA)

DEPARTMENT OF OTORHINOLARYNGOLOGY

Professor/Chief Specialist : Vacant
Associate Professor/Principal Specialist : CL Myataza; MBChB (Natal), MMed (L et O) (Medunsa)
Senior Lecturer/Senior Specialist : Vacant

MTHATHA COMPLEX

Principal Specialist/Senior Lecturer : Vacant
Chief Med Officer/Lecturer : N Murthy, MBBS, DORL

EAST LONDON COMPLEX

Principal Specialist/Senior Lecturer : C Favara, LMC (Italy), MD, FCS (SA)ORL
 : V Galvano, LMC (Catania)

HEALTH SCIENCES

30
Chief Medical Officer/Lecturer : I Gardiner, MBChB, FCS(SA)ORL

SCHOOL OF NURSING

Director : Vacant
Secretary : Ms F Dyan
School Officer : Vacant
Senior Clerk/Typist : Ms T Cewu, BA (Unitra)

DEPARTMENT OF MIDWIFERY

Professor/Associate Professor : Vacant
Senior Lecturer : Vacant
Lecturer : A J Shete, BA Cur, B Cur Hons (Unisa), M Cur (WSU), DNA (Potch), Adv. Dip Mid (Natal), Adv Dip Psych Nurs. (Natal)
                : BN Sitole; BA Cur (UNISA), B Cur Hons (UNISA), M Cur (WSU)
Junior Lecturer : Vacant

DEPARTMENT OF PSYCHIATRIC NURSING

Professor/Associate Professor : Vacant
Senior Lecturer : Vacant
Lecturer : Vacant
Junior Lecturer : Vacant

DEPARTMENT OF COMMUNITY HEALTH NURSING

Professor/Associate Professor : Vacant
Senior Lecturer : Dr M J Ntsaba, BA Cur (UNISA), NHD Community Nursing (DUT) M.Tech, Nursing (DUT) PhD (UKZN)
Lecturer : L V Dlwati BA Cur, B Cur Hons (Unisa), M Cur (Unitra), Dip. Psych Nurs. (Natal), Dip. PHC (London)
            : A N Madolo, BA Cur (UNITRA), B Cur Hons (WSU), M Cur (Nursing Ed)(Natal), MBA (MANCOSA)
Junior Lecturer : Vacant

DEPARTMENT OF MED/SURG NURSING

Professor/Associate Professor : Vacant

Senior Lecturer : S N Magenuka, DNE (North), BA Cur, Hons B Cur, M Cur (Nurs Ed) (UNISA), M.Cur (Crit Care) Wits, D. Lit et Phil. (UNISA)

Lecturers : N Mjekula, BA Cur, BA Cur Hons (Unisa), M Cur (WSU), MSc Health Informatics (Manchester, UK), PB Dip Crit Care (Garankuwa, Pretoria), Nurs. Management (UNISA) : T Twantwa, B Cur (Unisa), B Cur Hons (WSU) MCur(WSU) : R V N Sikuza, BA Cur, B Cur Hons (Unisa), M Cur (WSU)

Junior Lecturer : Vacant

DEPARTMENT OF PROFESSIONAL STUDIES

Professor/Associate Professor : Vacant

Senior Lecturer : NF Nonkelela B Cur (North), B Cur Hons (Unisa), MSN (South Carolina), Ph D (Newcastle)

Lecturer : RVN Sikuza BA Cur, B Cur Hons (Unisa), M Cur (WSU) : A N Madolo, BA Cur (UNITRA), B Cur Hons (WSU), M Cur (Nursing Ed)(Natal), MBA (MANCOSA)


SCHOOL OF ALLIED HEALTH PROFESSIONS

Director : Vacant

Secretary : Ms K Hermanus

School Officer : Vacant

DEPARTMENT OF HEALTH PROMOTION

Professor/Associate Professor : Vacant

Senior Lecturer : Vacant

Lecturers : M Douglas, PhD (WSU), Dip Compr Nursing (Medunsa), Dip Orthopaedics (Groote Schuur Hosp), B Cur (Edu & Admin) (Potchefstroom Univ), MPH (Health Promotion) (Curtin University) : N O Fipaza, B Sc Speech and Lang Path & Therapeutics (UCE), PG Diploma (Health Ed & Prom), PG Dip Internat Prim Health Care, M Sc (Health Prom) (Leeds)

HEALTH SCIENCES 32
Junior Lecturer : T Zini, B Sc, PG Diploma (Health Promotion) (WSU)

DEPARTMENT OF SOCIAL WORK

Professor : NP Mbandazayo; BA.SW.FH.Univ,(SA); DHRM (SAIM); MSW.NY(USA);PGDSW.N.C.Univ.(USA); PhD (Stellenbosch)

Senior Lecturer : Vacant

Lecturer/Field-work : Y Saunders, BASW, Unitra. MASW (Fort Hare)

Junior Lecturer : N Mbelu (Ms) BASW, MSW (Unitra)

Part-time Lecturers : N. Nonkonyana , BASW (Unitra), MASW-WSU
 : K. Nyikana BASW (Unisa) MSW, (WSU)
 : N .Shezi BASW BSc Psychology
 : N Cwayi N ; BASW (H)

DEPARTMENT OF MEDICAL ORTHOTICS AND PROSTHETICS

Programme Coordinator : Amolo HBR, Master in Prosthetics and Orthotics (Dortmund-CPO)

Secretary : Yako Y, B Sc (Health Promotion) (WSU)
NEW APPLICATIONS

1. Application forms for Health Science Students are available from the Admissions and Registration Office from March of each year. To obtain these forms apply to:
   Admissions and Registration Office
   Walter Sisulu University
   Private Bag X1 MTHATHA 5117

2. Closing date for submission of completed forms:
   • MBChB - 30 September
   • B Cur - 30 September
   • B Sc Health Promotion - 30 September
   • B Sc Degrees - 30 September
   • Bachelor of Medical Clinical Practice - 30 September

3. Late application fee of R120 00 will be charged. Closing date for late applications as follows:
   • MBChB - 31 October
   • B Cur - 31 October
   • B Sc Health Promotion - 31 October
   • B Sc Degrees - 31 October
   • Bachelor of Medical Clinical Practice - 31 October

SELECTION PROCEDURE

Short listing
A selected number of candidates will be short listed for an interview, after which recommendations for the final selection for admission will be referred to the Faculty Admission Committee.

Final selection for admission
Academic results and performance at interviews will weigh equally. The recommendations of the Faculty Admission Committee will be final.

Please note: Due to the structure of the curriculum, admission can only be at MBChB 1 level. However under special circumstances, students coming from other schools that offer integrated problem-based and community based programmes may be considered at levels other than MBChB 1, to cater for multiple entry points.

FEES (subject to annual review)

MBChB
The tuition fee for MBChB is approximately R34,000 per annum, excluding books and meals. Students are expected to pay 25% of the total fee on registration. The rest of the tuition fee can be paid in three instalments i.e. 25% in March, 25% in April and 25% in May. The last instalment must be paid before October to obtain entry for examinations.
**Bachelor of Medical Clinical Practice**
Tuition fee range between R29 760 – R37 200 per annum, excluding books and meals. Students are expected to pay 25% of the total fee on registration. The rest of the tuition fee can be paid in three instalments i.e. 25% in March, 25% in April and 25% in May.

The last instalment must be paid on or before October to obtain entry for examinations.

**Nursing, Health Promotion and Social Work**
The tuition fee for these courses is R11 800 – R15 000 per annum, depending on the courses registered for – excluding books and meals.

Students are expected to pay 25% of R3360-00 on registration for each semester. The rest of the tuition fee for the first semester can be paid in three instalments i.e. 25% in March, 25% in April and 25% in May and for second semester in three instalments i.e. 25% in August, 25% in September and 25% in October.

The last instalment must be paid on or before October to obtain entry for examinations.

**RESIDENCE FEES**

**MBChB, Nursing Sciences & Health Promotion**
Students are expected to pay R7 530.00 per annum. The residence fee for the first semester should be paid before the end of May and before the end of October for the second semester.

**FINANCIAL ASSISTANCE**

**Bursaries**
Limited bursaries are available on merit from the Public Service Commission of each province. Application forms are available from Health Districts throughout the country.

- MESAB Bursary: application forms are available in the Financial Aid Bureau of the university. Bursaries are offered to students who are needy with sound academic performance.
- Minister’s Bursary: application forms are available in the Financial Aid Bureau of the university.
- South African Medical Association (SAMA): open to all matriculating students who want to study medicine in a recognized academic institution. Students must have excellent academic record. i.e. A aggregate
- Solly Ginwala Memorial Trust: open to all undergraduate students studying B Cur. In any South African university especially under privileged communities after completion of first year.

**Note:** Contact Financial Aid Bureau for more information on other bursaries.

**Loan Schemes**

**NSFAS:** application forms are available at the Financial Aid Bureau. A proof of registration, and a receipt of initial payment must be produced.

**Banks** such as Standard Bank, First National Bank and ABSA have loan schemes for students. Students should approach these banks by themselves.
VISITING MEDICAL STUDENTS

The Faculty accepts visiting undergraduate medical students from other health sciences faculties who are in their semi-final or final clinical year of study only. Visiting students will take part in clinical clerkship along with WSU medical students. Such students will still be registered by the Faculty with HPCSA and such visits still take place under WSU's auspices. Research Students in non-clinical departments are not allowed to work with patients and will not be registered with the HPCSA.

Visits are limited to a maximum period of six weeks in all divisions. No exceptions will be made in this regard. The full elective placement must be spent in the department to which you have been allocated.

Study Visas
All non-South African students who intend to spend their elective periods at universities in South Africa are required to obtain study permits before they enter South Africa. As soon as you have received our letter confirming your elective placement, you should apply to the nearest South African Consulate-General or Embassy for a study visa.

Registration and fees
The fee for students coming to WSU is R400 per week and is payable in advance. The fee for undergraduate research students is R1800 per month or part thereof. Departments may charge additional fees if they incur additional expenses to support students.

Accommodation
Unfortunately the University is not in a position to provide accommodation to visiting students. Faculty will assist in obtaining suitable accommodation.

REGULATIONS FOR REGISTERED STUDENTS

REGISTRATION

1. Registration with the University
All students must first be admitted by the University, before registration with the Faculty of Health Sciences.

Foreign students should ensure that their study permits remain valid. (For details please consult the Admissions and Registration Office).

2. Registration of Undergraduate Students with Relevant Professional Bodies
Medical students must register with Health Professions Council of South Africa (HPCSA) as Medical Students, at the beginning of the first year of study. A student who resumes his/her professional studies after an interruption of more than one year is required to renew registration with the Council.

Medical Finalist Students
- At the beginning of the final year of study, the student shall register as a Student Intern with the Health Professions Council of South Africa (HPCSA).
- On completion of the MBChB degree, the student shall be required to register
with HPCSA as Medical Intern. This registration should be processed immediately after the Oath-taking Ceremony before the student leaves the University – to enable completion and signing of registration forms by all parties concerned.

**Nursing students**

All students are required to register with the South African Nursing Council at the beginning of the first year and should be a member of Nursing Organization for indemnity. Registration and membership must be maintained throughout the course.

Students from the nursing profession are expected to submit proof of registration with the South African Nursing Council and any Professional Organization/Association in South Africa.

**Social Work students**

At second year level, Social Work II students are expected to register with the South African Council for Social Service Profession (SACSSP). No student is allowed to handle clients/patients without such registration.

**HEPATITIS B VACCINATION**

It is compulsory for all Faculty of Health Sciences undergraduate students to have received a full course of Hepatitis B immunization by the end of March of their first year or study. Students will not be permitted to register for their second year of study until they have submitted to Faculty Office written proof that they have received a full course of the vaccine. The vaccination can be obtained from hospital or a general practitioner.

**FINANCIAL AID**

A student who needs financial assistance or who has a letter of guarantee from a sponsor, should report to Financial Aid Bureau before registration.

**PROOF OF REGISTRATION**

Students who need proof of registration should approach the Admissions and Registration Office.

**STUDENT IDENTIFICATION CARDS**

Student identification cards are issued at the Photographic Office and should be visibly displayed at all times by all students.

**GUIDANCE AND COUNSELLING**

**Introduction**

The Guidance and Counselling Unit provides a supportive environment in which students clarify and attain their educational, personal and career objectives. The Unit helps students cope with academic demands by offering personal, career and educational counselling services. In responding to the needs of our students the Unit encourages cooperation and communication
with the academic and administrative sections of the university.

The Unit provides services in the following broad spheres:

Personal and group Counselling
We help students acquire self-understanding, relate effectively to their environment, relate to university life expectations, make personal decisions and be responsible for their actions, become critical independent thinkers and doers and cope with any life problems or challenges.

Academic Support
We provide programmes designed to help students develop effective study skills, work skills and collaborate with faculties and departments in addressing student academic needs.

Career Planning
We provide students with skills necessary in making informed decisions about careers, personal growth and self-realisation experiences that would prepare them for the world of work.

Life skills
The Unit offers programmes that help develop and enhance the individual’s self concept and his/ her relationship to the people around him/ her. We encourage students not just to learn for a job but to learn for life.

DEREGISTRATION (QUALIFICATION)

This is processed at the Admissions and Registration Office.

ORIENTATION

The purpose of orientation programme in the Faculty of Health Sciences is to introduce new students to the functioning of the university and the Faculty, the curriculum, the staff members, the lay-out of the campus, academic support services and to assist them with general adjustment to the academic and personal demands of university life. Orientation is run for first year students from medicine, nursing science and health promotion. It is usually conducted during the first week of February, immediately after the interviews.

Orientation Programme
Orientation is run for a week and the following items are included:
• Welcome address by the Dean
• WSU Health Sciences Curriculum

Student input on problem-based learning (PBL) and community-based education (CBE) Input from first year coordinators
• Input from staff on first year curriculum
• Study skills and resources
• Time Management
• Stress Management
• Adjustment to university life
• Sexual harassment at WSU
• HIV/AIDS at WSU
MENTORING

Mentoring at the Faculty of Health Sciences is designed mainly to provide first year health science students (mentees) with the opportunity to meet regularly to discuss the social and academic issues with their senior peers (mentors) who had already gone through the first year level. The faculty emphasizes that mentors are an additional source of support for mentees and are not intended to replace the normal relationship and functions offered by lecturers, tutors and other members of faculty.

Mentor Selection and Training
Applications are invited at the beginning of the year from senior students. Mentors are selected by the Mentoring committee based on the selection criteria: good communication skills, good interpersonal skills, leadership skills and fair academic soundness.

The mentoring co-ordinator and student guidance unit usually conduct three training sessions. During training, mentors are given specific guidelines on mentoring.

Mentor/Mentee Allocations
This is done on the last day of the orientation after giving sufficient guidelines to the mentees.

Mentoring Evaluation
There is a formal mid-term evaluation every year. There are several other informal evaluations done by the mentoring co-ordinator. Mentoring winding up programme for the year is done usually in the first week of October.

OATH-TAKING

At the commencement, all Faculty of Health Sciences first year students will make a declaration of conduct.

On completion of their studies, medical final year graduands shall subscribe to a declaration (Hippocratic Oath) which precedes the graduation ceremony.

On completion of the programme, nursing students are expected to undertake a Nurse’s Pledge of Service.

On completion of the final year of study, students are expected to undertake Social Work Pledge to subscribe to ethical conduct of professional service.
GENERAL INFORMATION

STUDENT LIFE

With the ongoing changes to Higher Education landscape, it was envisaged that there will be improvements regarding student life.

COMPUTING IN THE FACULTY OF HEALTH SCIENCES

Faculty of Health Sciences is committed to computer literacy, computer assisted learning and health informatics are fully integrated in our curriculum.

Computer-assisted Learning in the Curriculum

As part of the curriculum, each 1st year student will spend one afternoon per week from 14.00-17.00 in the computer labs. During these lab sessions, students will receive ongoing training in a range of applications, including the Internet, on-line library catalogues, medical search engines etc. Students will also work on computer-assisted tasks and exercises related to other parts of the curriculum, and in preparation for group sessions. Students will be assigned to an afternoon group during Orientation. Attendance of these sessions is compulsory.

Facilities

First year students in the Health Sciences Faculty will mostly make use of the student training laboratories in the Resource Centre, both for training and for self-study purposes. When these facilities are in use for teaching purposes, students also have access to the computer laboratory on the 4th floor of the Health Sciences Library building.

Use of the Computer Laboratories

All students will be given a username (and email address) and password. Your email address will be based on your student number e.g. 2002000@wsu.ac.za. Please keep your password in the safe place. If you lose your password, or failure to change it in time, you can ask the laboratory tutors for a new one. Facilities are limited and academic use takes precedence over social use.

The laboratory tutors will assist students wherever possible, but outside the teaching sessions it is not their task to teach you how to use a computer - you must attend the training offered to acquire the necessary skills.

Rules of the Computer Laboratories

The laboratory tutors are your first port of call for all computer or laboratory usage problems. They will refer you, or the problem, on if necessary. Do not approach other laboratory staff, faculty office staff, or teaching staff on these matters as they will be unable to assist and will refer you back to the tutors. Eating and drinking are prohibited in the laboratories.

Computer Laboratory 4th Floor, (Faculty of Health Sciences) Library - Tel: 502 2233

Hours:
Monday-Thursday : 08h30 - 21h45
Friday : 08h30 - 17h45
Saturday : 08h30 - 16h45
ACCOMMODATION

Currently students from the Faculty of Health Sciences are accommodated in all available residences at Nelson Mandela Drive Site.

Students are required to undertake the whole process of registration before they are admitted to residences. A student will also be required to pay the residential initial payment for the semester/year. After receiving a clearance receipt, only then can student be entitled for room allocation.

Application forms for Residences will be made available from the Registration Office. For more information – contact the Office of the Dean of Students at 047 - 502 2623

CATERING SERVICES

Catering Services is available for all registered students at affordable prices. For more information consult the Catering Manager, Mr E Paulse at 047 - 502 2343

STUDENT SOCIETIES

Upon registration, students are free to join any student society at the University. In addition there are three main Faculty Societies as follows:

Health Science Students Council (HESSCO)
- HESSCO is one of academic societies at WSU, representing Faculty of Health Sciences students in general. It is the supreme and mother body of all societies within the Faculty, under the umbrella of the Students’ Representative Council (SRC).
- It represents students in Faculty Boards, All Students’ Faculty Council on National and international issues. HESSCO is an affiliate of South African Medical Students’ Association (SAMSA), South African Students’ Nurses Organisation (SASNO) and National Organisation for Health Promotion.
- To become a member of HESSCO you pay a subscription fee which is paid during registration and the amount is determined by the HESSCO-AGM.
- Every student has the right to be elected into HESSCO Executive.

Rural Support Network (RSN)
- RSN is an initiative of Health Science Students, formed in 1996 in UCT and launched at Unitra in September 1999. This is an independent humanitarian organisation because of their broad scope, they also include students from other faculties.
- It focuses mainly on community outreach projects, students are also encouraged to join.

Health Science Alumni Association (HSAA)
- HSAA is an organisation formed by the finalists, graduates from the faculty i.e
doctors, nurses and other health professions. They promote welfare and faculty and the University in general.

- All societies are affiliates of Student Representative Council (SRC). For more information regarding student activities, one should consult the University Prospectus. It should be emphasized that WSU upholds the principles of rights of individuals that include religion, political and social associations.

SPORTS FACILITIES

Students should enquire about sport from the SRC Office or the office of the Sport Administration and Development Officer.

HEALTH SERVICE

Location : Basement of A C Jordan Dinning Hall
Opening Hours : 08h00-16h00 Monday – Thursday
08h00 – 15h30 Friday
Telephone : 047 - 502 2254

Staff:
Professional Nurse - available full time
Doctor - available for limited hours for patients referred by the professional nurse.
Counsellors - available by appointment through the professional nurse.

Charge:
Students: R6,00 for all services other than Family Planning and HIV counselling which are free of charge.
Staff:
Employment grade : Grade 1 – 4 : R10,00 per visit
Grade 5 and above : R15,00 per visit

Services:
Primary care for any medical problem
Family planning
HIV counselling and testing

Provision of male and female condoms free of charge.

Proof of identification as a registered student or employee of the University is essential at every visit.

TRANSPORT

The Faculty provides transport service from the University to places of learning at scheduled times. Students are expected to strictly conform to scheduled times without exception. Transportation of students from the University to Mthatha General Hospital is a privilege and not a right.
PROFESSIONAL CODE OF CONDUCT

DRESS CODE

Students are expected to dress appropriately when on duty in the hospital, health centres, clinics and other places of learning. Untidy or inappropriate clothing may offend patients, their relatives and visitors and result in lack of confidence in the care offered, as well as negatively affect the public image of the university.

Students should note the following:
All medical students are expected to wear a clean white coat or white safari top,
All nursing students shall wear the prescribed uniform when going to clinical areas:
• Navy pants/skirt and a white top with a navy stripe on the collar
• White nurses uniforms
• Black/navy shoes
• Ladies to wear nylon stockings
• Navy jersey to be worn on cold days
• All students in health promotion be smart and tidy and shall wear the white coat for community activities, Wearing of theatre clothing especially soiled clothing, outside the areas where such clothing is normally worn, is unacceptable.

The following items are NOT appropriate for students to wear when on duty:
• casual sandals and tackies
• ragged trousers and jeans
• short pant
• revealing or see-through blouses
• track suits
• other unsuitable attires

No hats, baseball caps, berets or woollen caps may be worn by students while on duty unless permission has been granted by the University. Any exception may be made for religious and other reasons approved by the University.

BEHAVIOUR

Students are at all times expected to behave in a manner appropriate to the profession they have pledged to pursue.

DISCIPLINARY PROCEDURES

Students should adhere to all the rules and regulations as stipulated in the University Prospectus. Violation of these rules, such as assault, sexual harassment, racial discrimination, theft, noise at residences and infringement of examination rules may lead to the exclusion or the suspension of a student. Drug and alcohol abuse are regarded as inappropriate for future graduates in this Faculty and may also lead to the suspension or expulsion of a student. For this reason, drugs and alcohol are strictly forbidden at residences that are purely assigned for students in this Faculty.
HEALTH SCIENCES RESOURCE CENTRE (HSRC) – MEDICAL LIBRARY
USERS GUIDE TO THE HSRC AND AVAILABLE SERVICES

HISTORY

The WSU Health Sciences Resource Centre (Medical Library) came into being in 1985 as part of the WSU main library, occupying the fourth floor of the Library building. In 1987, as the book stock increased, the third floor of the Library Building was taken over to house, inter alia, the WSU Medical Library, now relocated to the 4th floor of the old Library Building.

MISSION AND VISION

The Health Sciences Resource Centre (Medical Library) supports the basic objectives of the Faculty of Health Sciences. These are best considered under the traditional headings of teaching and scientific research operations. The Health Sciences Resource Centre forms an integral part of those activities, and its functions include responsibility to service efficiently, effectively and thoroughly the information needs of the Faculty’s student body. Users from outside the University are also catered for to a limited degree. The Health Sciences Resource Centre thus tries to make a contribution to the ongoing attempts to find solutions to the health problems of the region.

LIBRARY HOURS

Term Time
Weekdays : 08h00 – 21h00
Saturday : 09h00 – 17h00
Sunday : 09h00 – 17h00 (Only during Year-End Exam)
Public Holidays : Closed

Easter & September Holidays, and Supplementary Examination time
Weekdays : 08h00 – 21h00
Saturday : 09h00 – 17h00

June / July Holidays
Monday – Thursday : 08h00 – 21h00
Friday : 08h00 – 21h00
Saturday : 09h00 – 17h00

December Holidays
Monday – Thursday : 08h00 – 16h30
Friday : 08h00 – 15h30
Saturday : Closed

CONTACT PARTICULARS

Mrs VO Mjoli, Medical Librarian : (047)502 2322, 083 360 6236, vmjoli@wsu.ac.za
Mr M Somkoko, Assistant Medical Librarian : (047)502 2987, 073 638 4009, msomkoko@wsu.ac.za

HEALTH SCIENCES  44
MEMBERSHIP

Members of Council, all staff, staff on joint staff establishment and currently registered students of the University may become members of the Health Sciences Resource Centre. Membership is free of charge.

EXTERNAL MEMBERSHIP

Borrowing facilities may be granted to individuals who are not members of the University Community with the approval of the Medical Librarian. These borrowers are required to pay a non-refundable fee of two hundred and fifty rand (R250.00) per annum. Staff and students of other universities may gain temporary membership upon presentation of a letter of introduction from the librarians of their respective universities. This is in line with the co-operation agreement of the Inter-University Library Committee. HSRC users must agree to abide by the conditions of membership, and membership must be renewed each year.

LOAN PERIODS

Undergraduate students may borrow up to six (6) books at a time for an initial period of fourteen (14) days. An extension of the period may be granted, but only if the book is not in demand.

Postgraduate students may borrow eight (8) books at a time for a period of thirty (30) days. The loan period may be extended.

Full-time teaching staff may borrow up to a maximum of twenty (20) books at a time for a period of ninety (90) days.

Staff on joint staff establishment may borrow up to a maximum of ten (10) books at a time for a period of thirty (30) days.

Administration, Library, Technical and Support Services staff may borrow up to ten (10) books at a time for a period of thirty (30) days.

Loan periods can be extended either by telephone or mail. Simply supply student ID, Staff ID or ID number. Extensions may not be given on material that is already overdue or have been booked. Users may book reserved items by completing a reservation booklet kept at the circulation desk, or by telephoning the library.

The library reserves the right to recall items on loan, and users must return the item in twenty four (24) hrs of request.

RESERVED COLLECTION

All items reserved are indicated by a star (*) or an orange “R” on the call number or spine label.
These items are not for loan, but should be in the library for twenty four (24) hrs a day. They however can be loaned out to the Faculty’s students under special circumstances.

Reference material, marked “REF” on the book-spine may not be taken out of the library except by special arrangement with the library staff.

Journals on current display are not lent out. Other journals are lent out to staff members for a period of seven (7) days and the loan period is not renewable.

Non-printed material may be lent to staff members for one (1) day, and the loan period is not renewable. Non-printed material is not for loan.

SERVICES AVAILABLE

Inter – Library Loans
Health Resource staff provide an inter – library loan service to post graduate students and staff from the Faculty of Health Sciences.

Photocopying
A Photocopying service is available, although it is a privatized service and outside the control of the library. All photocopying must comply with the requirements of the copyright Act.

On-line Searches
On-line searches on databases are done on request for staff and students.

OPAC (On-line Public Access Catalogue)
OPAC is a computerized catalogue accessible to all library users. It is character – based and in the most up – to – date catalogue of our holdings. Books can be retrieved by Author, Title, and Subject.

Slides, Slide/tape programmes, audio tapes, video cassettes and computer simulations (CDs, etc)
All these may be used in the Resource Centre.

New Books
Newly arrived books displays are located alongside the current arrivals display.

Orientation
Individual and group library orientation sessions are available to introduce patrons to the library and to help make best use of the available services. If you or your colleagues have not had a library orientation, please contact the library for an arrangement of the appointment.

Branch Libraries
There are five branch Health Centre libraries
Baziya (HB)
Mbekweni (HM)
Mhlakulo (MH)
Ngangelizwe (HN)
Stanford Terrace (HS)
These Health Centres serve academic staff and registrars, clinical students, and other teaching staff at the Health Centres.

**Training**
Training programmes in the use of the library and its facilities, including literature searches must be booked in advance.

**Health Sciences Resource Centre Regulations**
- All students must produce their current registration cards (ID) for any library service.
- Books removed from the shelves for use must be reshelved or placed back in their shelves. No books should be left lying on the tables after use. Shelves are clearly numbered, corresponding with the call number on the spine label of each book.
- Books taken out for tutorials must be brought back.
- All overdue books incur prohibitive fines, and loss of library books must be replaced.
- Unauthorised removal of library material from the library is regarded very seriously and is a punishable offence.
- Books must not be marked, defaced, or in any way mutilated.
- Silence must at all time be observed in the library, general discussion, and academic or otherwise must not be held inside the library.
- Bags and briefcases must be left at the entrance, However the library accepts no responsibility for the loss of any material or valuables.
- Caring of firearms, smoking, eating, and drinking are not permitted in any part of the library.
- All library users must abide by these rules.
- The University Librarian has the right to refuse students who have infringed these regulations, the use of the library until such time as the Principal / Vice chancellor has given decision on the matter.

**MEDICAL ILLUSTRATION AND PHOTOGRAPHY UNIT**

**SERVICES AVAILABLE**

Large format poster production and laminations - presentations, research projects, exhibitions
- 35 mm slide presentation production – PowerPoint
- Digital photographic services – medical only
- Digital video clip production – medical only
- E-6 slide processing

Enquiries: Mr Steyn Swanepoel
Mthatha Health Resource Center
Phone: +27 (0) 47 502 2134
Email: sswanepoel@wsu.ac.za

**NEEDLE STICK INJURIES**

The risk of acquiring HIV infection following a needle stick injury is small (approximately 1 in 250 or 0.35%). The risk of acquiring HIV infection through mucous membrane exposure is less than 1 in 1000 (<0.1%). Many studies have revealed no evidence of risk where blood is in
contact with intact skin. A recent study has suggested that the risk can be reduced further if antiretroviral therapy (AZT) is taken prophylactically within a few hours after exposure.

The best prophylaxis against occupational exposure is adherence to universal precautions, which are based on the assumption that any patient may have HIV or another blood-borne pathogen.

**UNIVERSAL PRECAUTIONS**

1. Take care in handling, cleaning or disposing of sharp needles, scalpels etc.
2. Do not recap (re-sheath) used needles or manipulate used needles in any way.
3. Place sharps in a designed sharps “safe”.
5. Immediately and thoroughly wash hands and other skin surfaces that are contaminated by blood or blood stained body fluids.

In the event of accidentally injuring yourself with a needle, blade or sharp object in the presence of blood from another individual you should:

1. Contact the senior consultant for assistance. If he/she is not available, the sister in charge of the ward will assist you.
2. The senior consultant (or if he/she is not available, the sister in charge of the ward) will send you to the Trauma Unit immediately. Explain to the person on duty what has happened and a trained nursing sister or staff doctor will assist you.
3. You will be required to give blood for a blood test.
4. The patient’s blood will then be screened for HIV, Hepatitis B & Syphilis. If necessary you will be counselled on your possible options (e.g. AZT therapy, etc).
DEGREES, DIPLOMAS AND CERTIFICATES OFFERED BY FACULTY

Certificates
Higher Certificate in HIV & AIDS  (awaiting approval from the Department of Higher Education & Training as a new programme).
Higher Certificate in Health Informatics (awaiting approval from the Department of Higher Education & Training as a new programme).

Bachelor Degrees
Bachelor of Nursing (Management, Education and Community) (B Cur MEetC) - (no intake of 1st years in 2010 as the programme is being phased out)
Bachelor of Science in Health Promotion
Bachelor of Medical Clinical Practice
Bachelor of Science in Orthotics and Prosthetics
Bachelor of Medical Sciences
Bachelor of Nursing
Bachelor of Social Work
Bachelor of Medicine and Bachelor of Surgery (MBChB)

Postgraduate Diploma
Postgraduate Diploma in Health Promotion
Postgraduate Diploma in Chemical Pathology
Advanced Diploma in District Health Management and Leadership  (offered jointly with other universities in the Eastern Cape with enrolment centred at Fort Hare but through the Department of Health)
Advanced Diploma in Nursing
Advanced Diploma in Infection Control (awaiting approval from the Department of Higher Education & Training as a new programme)

Honours
Bachelor of Nursing
Bachelor of Science in
• Physiological Science
• Biochemistry
• Medical Microbiology
Bachelor of Nursing Honours
Masters of Social Work
Master in Nursing
Master of Public Health
Master of Science in
• Health Promotion
• Biochemistry
• Physiological Science
• Chemical Pathology
• Medical Microbiology
Master in Public Health
Master of Medicine in
• Anaesthesiology
• Anatomical Pathology
Community Medicine
Family Medicine
General Surgery
Internal Medicine
Obstetrics and Gynaecology
Ophthalmology
Orthopaedic Surgery
Otorhinolaryngology
Paediatrics and Child Health
Paediatric Surgery
Psychiatry
Radiation Oncology
Radiology

**Doctoral**
Doctor of Philosophy in Health Sciences
Doctor of Medicine (for Honorary Degrees)

**DEGREES AND DIPLOMAS CODES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Degree Description</th>
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<tbody>
<tr>
<td>AUDINS</td>
<td>Advanced Diploma in Nursing</td>
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<tr>
<td>BCRB</td>
<td>Bachelor of Nursing</td>
</tr>
<tr>
<td>BSCHED</td>
<td>Bachelor of Science in Health Promotion</td>
</tr>
<tr>
<td>BMEDSC</td>
<td>Bachelor of Medical Sciences</td>
</tr>
<tr>
<td>BMEDCP</td>
<td>Bachelor of Medical Clinical Practice</td>
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<tr>
<td>BSW</td>
<td>Bachelor of Social Work</td>
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<tr>
<td>BUM</td>
<td>Bachelor of Nursing Honours</td>
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<tr>
<td>BPHS</td>
<td>B Sc Honours in Physiological Sciences</td>
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<td>BSCBH</td>
<td>B Sc Honours in Biochemistry</td>
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<tr>
<td>BSHMM</td>
<td>B Sc Honours in Medical Microbiology</td>
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<tr>
<td>CHB</td>
<td>Bachelor of Medicine &amp; Bachelor of Surgery</td>
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<tr>
<td>CHBEX</td>
<td>Bachelor of Medicine &amp; Surgery (Exchange Studies)</td>
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<tr>
<td>CHBEFR</td>
<td>Bachelor of Medicine &amp; Surgery (Exam for Full Reg)</td>
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<tr>
<td>CHBEFS</td>
<td>Bachelor of Medicine &amp; Surgery (International Electives)</td>
</tr>
<tr>
<td>CHBSAC</td>
<td>Orientation (SA/Cuba Students)</td>
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<tr>
<td>PGHEP</td>
<td>Postgraduate Diploma in Health Promotion</td>
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<tr>
<td>PGDPAT</td>
<td>Postgraduate Diploma in Chemical Pathology</td>
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<td>MSCHP</td>
<td>Master of Science in Health Promotion</td>
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<td>MSW</td>
<td>Master of Social Work</td>
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<td>MSCPS</td>
<td>M Sc in Physiological Sciences</td>
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<td>MSCBIO</td>
<td>M Sc in Biochemistry</td>
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<tr>
<td>MMMBIO</td>
<td>M Sc in Medical Microbiology</td>
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<tr>
<td>MCPATH</td>
<td>M Sc in Chemical Pathology</td>
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<tr>
<td>MUM</td>
<td>Master in Nursing</td>
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<tr>
<td>MPHE</td>
<td>Master of Public Health</td>
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<td>MEDANS</td>
<td>M Med in Anaesthesiology</td>
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<tr>
<td>MEDAP</td>
<td>M Med in Anatomical Pathology</td>
</tr>
<tr>
<td>MEDCOM</td>
<td>M Med in Community Medicine</td>
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<tr>
<td>MEDFAM</td>
<td>M Med in Family Medicine</td>
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</table>
RULES AND CURRICULUM OUTLINES

The following regulations are to be read in conjunction with the provision of the Act, Statute and General Regulations of the University:

SCHOOL OF MEDICINE

UNDERGRADUATE DEGREES, DIPLOMAS AND CERTIFICATES
MEDICAL SCIENCES - MEDICAL BIOCHEMISTRY, PHYSIOLOGY AND MEDICAL MICROBIOLOGY

BACHELOR OF MEDICAL SCIENCES

Purpose of the Programme
The programme is designed to provide theoretical and practical knowledge of the human body in an integrated manner to understand the mechanics and mechanism of human body. It offers training in a range of scientific skills: understanding of basic medical sciences, basic and applied aspects especially in clinical medicine, teaching skills in basic medical sciences, background information on scientific research methodology, and applying the basic principles in research to the advantage of community especially to those living in rural areas, and students in rural schools.

The programme also offers additional training in human and animal experiments. The graduates of this programme will be able to pursue postgraduate training in science and become scientists with skills to carry out both basic and applied research. At the end of the program they should have acquired enough skill and confidence to carry out further research in medicine, veterinary science, dentistry and allied health professions. They can be trained to teach basic medical sciences at medical schools thereby meeting the local demands for qualified teachers in basic medical sciences.

Delivery Mode: Full-time contact
The programme will be delivered in a format that will be accessible to full-time students. It will be in the form of lectures, seminars, tutorials, laboratory practical sessions and self-directed learning.
Entry Requirements
Assumption of Earlier Learning
Basic medical sciences deal with fundamental scientific basis of the body function. It therefore requires certain basic understanding of the body functions. Students with a good pass in chemistry, physics, mathematics and biology/life sciences will find it easier to understand the basic medical science principles.

The following shall apply to entry into first (1st) year of the programme:

i. Students who qualify for university admission with good passes in the above specified subjects are eligible for admission to the 1st year of the programme.

ii. Students without matriculation exemption can enrol in the Science Foundation year in lieu of the matriculation exemption.

Entrance Requirements/ Rules of Access
Basic Medical Sciences will begin in the 2nd year level of the degree program after suitable preparatory units in the first year of the Bachelor of Science (Biological Science) programme.

Pre-requisite for Bachelor of Basic Medical Sciences – Level 2

i. A student who obtains 120 credits from the courses (Table 1) at 1st year level is eligible to proceed with the 2nd level of study

ii. A student who successfully complete the 1st year of the MBChB programme and obtain 120 credits may be permitted to join at level 2 of the B Med Sciences (Physiology) programme.

SUMMARY OF COURSES AND CREDITS

<table>
<thead>
<tr>
<th>Qualification and Courses</th>
<th>Codes</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Medical Sciences – Level I</td>
<td></td>
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</tr>
<tr>
<td>[To be taken from FSET BSc (Biological Science Programme)]</td>
<td></td>
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<tr>
<td>Introduction to plant Form &amp; Function</td>
<td>BSP 1101</td>
<td>08</td>
</tr>
<tr>
<td>Introduction to Animal Form &amp; Function</td>
<td>BSP 1102</td>
<td>08</td>
</tr>
<tr>
<td>Biological Diversity 1</td>
<td>BSP 1203</td>
<td>08</td>
</tr>
<tr>
<td>Biological Diversity 11</td>
<td>BSP 1204</td>
<td>08</td>
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<tr>
<td>General Chemistry 1</td>
<td>CHE 1101</td>
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<tr>
<td>General Chemistry 11</td>
<td>CHE 1201</td>
<td>16</td>
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<tr>
<td>Physics for Life Sciences 1</td>
<td>PHY 1103</td>
<td>16</td>
</tr>
<tr>
<td>Physics for Life Sciences 11</td>
<td>PHY 1204</td>
<td>16</td>
</tr>
<tr>
<td>Cell Biology &amp; Genetics</td>
<td>BSP 1103</td>
<td>16</td>
</tr>
<tr>
<td>Computer Literacy 1</td>
<td>CLT 1101</td>
<td>08</td>
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<tr>
<td>Computer Literacy 11</td>
<td>CLT 1102</td>
<td>08</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>EDU 1001</td>
<td>08</td>
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(128)
### Qualification and Courses

<table>
<thead>
<tr>
<th>Qualification and Courses</th>
<th>Codes</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Medical Sciences – Level II (To be taken from Faculty of Health Sciences)</td>
<td></td>
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<tr>
<td>Option 1 (Biochemistry) Core Courses</td>
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<tr>
<td>Introduction to Organic Molecules</td>
<td>BMC 2102</td>
<td>16</td>
</tr>
<tr>
<td>Introduction to Biochemistry</td>
<td>BMC 2001</td>
<td>32</td>
</tr>
<tr>
<td>Metabolic Biochemistry</td>
<td>BMC 2002</td>
<td>32</td>
</tr>
<tr>
<td>Molecular Biology</td>
<td>BMC 2202</td>
<td>16</td>
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<tr>
<td>Option 2 (Physiology) Core Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Anatomy</td>
<td>BMA 2003</td>
<td>16</td>
</tr>
<tr>
<td>Introduction to Human Physiology</td>
<td>BMP 2102</td>
<td>16</td>
</tr>
<tr>
<td>Systems Physiology</td>
<td>BMP 2202</td>
<td>32</td>
</tr>
<tr>
<td>Physiological Chemistry</td>
<td>BMC 2003</td>
<td>16</td>
</tr>
</tbody>
</table>

Elective Courses for Options 1 & 2 (choose 24 credits)

- Basic Physiology (Elective for option 1 only)                  | BMP 2001 | 16      |
- Basic Microbiology                                             | BMM 2004 | 16      |
- Basic Immunology                                                | BMC 2201 | 08      |

Total credits required to proceed to Level II                   | (96)     |

<table>
<thead>
<tr>
<th>Bachelor of Medical Sciences – Level III (To be taken from FHS)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Option 1 (Biochemistry) Core Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced General Biochemistry</td>
<td>BMC 3001</td>
<td>32</td>
</tr>
<tr>
<td>Advanced Metabolic Biochemistry</td>
<td>BMC 3002</td>
<td>32</td>
</tr>
<tr>
<td>Enzymology</td>
<td>BMC 3003</td>
<td>32</td>
</tr>
</tbody>
</table>

Option 2 (Physiology) Core Courses                             |          |         |

- Advanced Cell Physiology                                       | BMP 3101 | 32      |
- Advanced Systems Physiology                                     | BMP 3102 | 32      |
- Research Assignment                                             | BMP 3103 | 32      |

Common Core Courses for Options 1 & 2

- Principles of Scientific Research including Research Ethics    | BMS 3004 | 08      |
- Basic Biostatistics                                            | BMS 3005 | 16      |

Total Credits required at Level III                             | (120)    |

A student who accumulates a minimum of 120 credits from the above prescribed courses at
Level II of the program may proceed to Level III.

A student who is unable to obtain a pass mark in core courses prescribed for either Biochemistry or Physiology will be eligible to register for advanced level courses in the discipline only after passing them.

A student who obtains 120 credits at Level III/ Year III of the programme and accumulates a total of 360 credits qualifies to graduate with Bachelor of Medical Sciences (Physiology / Biochemistry)

**BACHELOR OF MEDICAL CLINICAL PRACTICE (B MED CLIN PRAC)**

**Purpose of the Programme**
The aim of this programme is to train a new level of medical worker, to be called clinical associates, who are equipped with the necessary professional knowledge, skills and attitudes to work under the supervision of doctors in district hospitals to assist them with emergency care, procedures, and inpatient care in order to improve the quality of life of the people served.

**Delivery Mode**
The Faculty of health Sciences of the Walter Sisulu University has implemented a student-centred, problem-based, integrated, community-orientated and community-based curriculum that includes electives, is systematic and promotes self-directed learning, known as the “SPICES” model. The educational strategies of the Clinical Associate Program are based on this model. A key instructional method is small group learning in the form of Problem-Based Learning (PBL) tutorials of 8-12 students. Each group has a tutor who acts as the facilitator for the group. Patient presentations are used as triggers for learning. This requires students to acquire their knowledge in an integrated manner as they analyse the presented problems, identify the biological aspects (including the anatomical, physiological and historical) aspects of problem as well as the psychological and social considerations that they need to understand in order to help the patient. Patient presentations, bedside teaching, expert resource sessions, seminars, ward rounds and lectures supplement the PBL tutorials with a special emphasis on skills training relevant to assisting physicians with emergency and inpatient hospital care.

**Entry Requirements**

**Senior Certificate**
Student intake is determined by a structured selection process, whereby academic and personal attributes are given equal importance. From 2009, a national Senior Certificate (NSC) will be required with an achievement rating of 4 (50% or better) in four recognized NSC 20-credit subjects: English, Mathematics, Biology and Physical Science.

**National Senior Certificate (NSC)**

**Compulsory Subjects**
4(50-59%) in English at Home language or First Additional language level
4(50-59%) in Mathematics
5(60-69%) in Physical Science
5(60-69%) in Life Sciences

**Not Compulsory Subjects**
4(50-59%) in isiXhosa
Learners who register for this qualification at Level 7 will also need to have the following:

- the ability to communicate in English at NQF level 4 because most of the textbooks and documentation will be in English;
- the ability to communicate in isiXhosa as most of the patents are isiXhosa speaking. There is a course in isiXhosa offered by the University Department of African languages and a language laboratory to assist with the learning. All non-isiXhosa speaking students will be required to pass that course before proceeding to clinical contact with patients.

**Selection Procedures**
Students are selected on the basis of their personal attributes in equal measure to their academic achievements. Personal attributes are assessed by a biographical questionnaire and an interview.

Interviews are conducted with those students who are short listed on academic merit and the biographical questionnaire. The attributes assessed are: critical thinking; logical argument; problem solving abilities; communication skills; interpersonal relationship and conflict resolution strategies; empathy, friendliness and sensitivity; stress tolerance and resilience; community awareness and motivation.

The selection committee is made up of members of the Faculty, the Health Professions Committee, and the Community.

Students should be from the communities where they will be working and should be prepared to stay in those communities for at least two years post-graduation.

**Registration**
All students must register with the Health Professions Council of South Africa (HPCSA) at the beginning of their first year of study. Students will not be allowed to proceed to the clinical training modules without HPCSA registration.

**Duration of the Programme**
Three years full time.

**Exit Level Outcomes**
Bachelor’s degree in Medical Clinical Practice (minimum of 416 credits) eligible for registration with the Health Professions Council of South Africa as a Clinical Associate.

**Critical Outcomes**
Upon successful completion of the Degree in Medical Clinical Practice the student is expected to be able to: Perform a patient-centered consultation across all ages in a district hospital, Apply clinical reasoning in the assessment and management of patients, Perform investigative and therapeutic procedures appropriate for a district hospital, Prescribe appropriate medication within scope of practice, Provide emergency care, facilitate communication and provide basic counselling, function as an effective member of the health care team, produce and maintain clinical records, function as an ethical practitioner, demonstrate ongoing learning in clinical practice, integrate an understanding of family, community and health system in practice.
Summary of Courses and Credits
The content of the program focuses on the important health problems in the community with a particular focus on the skills necessary to equip the clinical associate to assist doctors working in district hospitals with emergency care, procedures and inpatient care.

Organization
The program is structured in terms of the following key features:

Phases
The curriculum is organized into two phases as follows:

Phase 1: year 1 and year 2
Phase 2: year 3

Modules
The content in both Phase 1 and Phase 2 is organized into modules. Two foundation modules are taught daily (a half day each) for the first four weeks of each of the three years at the Main Campus. The core modules for the 1st and 2nd year levels are based on body systems. During the 3rd year, the core modules are based on themes and in addition, the students will complete two elective modules from a prescribed list.

Spirals
The foundation modules (skills and human biology), are offered at increasing levels of depth each of the three years. All of the body systems are introduced in 1st year and repeated in 2nd year, again, at a deeper level. This way of arranging modules not only reinforces what is learned in previous years, but also introduces new information at a higher level at a later stage. Students are therefore introduced to advanced knowledge and skills when they are better prepared for them. The thematic modules (given in the final year) follow the body systems modules, both consolidating and taking previous knowledge and clinical skills to a higher level still.

Integration
The curriculum is integrated both horizontally and vertically. Integration breaks boundaries between disciplines and enables all aspects of a problem to be learned at the same time. Integration also introduces students to a holistic approach to clinical medical practice.

Early Clinical Contact
Students are introduced to early clinical work during their 1st year. Only the foundation modules are taught away from clinical practice.

Learning in the District
The District Health Complexes, composed of District Hospitals with Learning/Service Centres, Community Health Centres, Clinics, and NGOs are part of the teaching complex of the university used to train health professionals. Thus, teaching of students in this program not only takes place at the Main Campus but also in the district, as occurs with other student health professionals.

Clinical Skills Lab
Skills training is done in the skills laboratory, ensuring that students have had an opportunity to practice their skills before performing them on patients.
**Expert Resource Sessions**
These sessions are done by video conferencing whereby a number of students from different district sites are connected. Expert resource sessions are conducted as seminars for areas that are identified either by staff or students as difficult to cover within the tutorial system.

**Summary of Courses**

<table>
<thead>
<tr>
<th>Qualification and Courses</th>
<th>Codes</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHASE I - YEAR I</td>
<td></td>
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</tr>
<tr>
<td>Foundation</td>
<td>SKI 1001</td>
<td>16</td>
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<tr>
<td>Generic Skills</td>
<td>BIO 1002</td>
<td>16</td>
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<tr>
<td>Human Biology 1</td>
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<tr>
<td>Core</td>
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<tr>
<td>Cardiovascular</td>
<td>CVS 1003</td>
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<tr>
<td>System Respiratory System</td>
<td>RSP 1004</td>
<td>14</td>
</tr>
<tr>
<td>Gastro-Intestinal System</td>
<td>GIT 1005</td>
<td>14</td>
</tr>
<tr>
<td>Genito-Urinary Tract System</td>
<td>GUT 1006</td>
<td>14</td>
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<tr>
<td>Central Nervous System, Eyes, Ears, Nose and Throat</td>
<td>CNS 1007</td>
<td>13</td>
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<tr>
<td>Musculoskeletal System</td>
<td>MSS 1008</td>
<td>13</td>
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<tr>
<td>Endocrine System, Skin and Reticulo-Endothelial System</td>
<td>END 1009</td>
<td>14</td>
</tr>
<tr>
<td><strong>9 MODULES</strong></td>
<td></td>
<td>(128)</td>
</tr>
</tbody>
</table>

| PHASE 1 - YEAR 2          |         |         |
| Foundation                | SKI 2001| 16      |
| Special Skills            | BIO 2002| 16      |
| Human Biology 2           |         |         |
| Core                      |         |         |
| Cardiovascular            | CVS 2003| 14      |
| Respiratory System        | RSP 2004| 14      |
| Gastro-Intestinal System  | GIT 2005| 14      |
| Genito-Urinary Tract System| GUT 2006| 14      |
| Central Nervous System, Eyes and Ear, Nose and Throat | CNS 2007 | 13 |
| Musculoskeletal System    | MSS 2008| 13      |
| Endocrine System, Skin and Reticulo-Endothelial System | END 2009 | 14 |
| **9 MODULES**             |         | (128)   |
**Attendance**
Attendance is compulsory for all tutorials, patient presentations, bedside teachings, expert resource sessions, seminars, ward rounds and skills training session.

**Assessments**
A range of formative and summative assessment methods are used to permit the learner to demonstrate applied competence. Integrated assessment methods include theory and practical skills evaluation.

Formative assessment is ongoing throughout the year and contributes 60% of the final mark. The students should submit to a minimum of two POMR (problem/patient oriented medical records) and two LNWS (learning needs worksheets) i.e. 4 records in total per module/themes. Summative assessment contributes the other 40% of the final mark and is done in November of each year for the exam subjects; namely: the Foundation Modules at the end of each year and the Core Modules at the end of each Phase. The final examination will be externally moderated. It applies same in supplementary examination too, 60% on going throughout the year and 40% the supplementary examination.

**Grading**
A Pass requires a mark of 50% and A Distinction requires a mark of 75%.

**Promotion**
For entry into the next year of study, a student must have passed the entire examination subjects prescribed for their present year. In addition, to be promoted from first to second year, they need to have an average of 50% or more on the seven core modules.
Supplementary
Candidates who score 45 - 48% should qualify for supplementary exam which should be conducted in ample time to allow the students to register for a new academic year.
Candidates who score 44% and below: will repeat a whole year. Any candidate who fails after 2 attempts of supplementary exam: shall be excluded from the program on academic grounds.

Articulation
The training programme is independent of existing training programmes offered by the Health Sciences Faculty through its Schools of Medicine, Nursing and Allied Health Professions. This programme addresses a unique gap in the health care system and does not substitute or oppose any other programme.

Horizontal articulation: Learners with this qualification may proceed to specialise in clinical practice in relevant disciplines such as clinical forensics, palliative care, emergency medicine, orthopaedics, infectious diseases, chronic diseases, military medicine, hospital administration, clinical education by obtaining postgraduate certificates in these areas.

Vertical articulation: Various post-graduate possibilities exist including medical education, public health, health services management, and medical ethics.

Employment Opportunities
Graduates of this programme who have successfully completed the national examination will be eligible to register with the HPCSA as Clinical Associates. The Department of Health will employ Clinical Associates at the various District hospitals throughout the country, to assist doctors with emergency care, procedures and inpatient care.

BACHELOR OF MEDICINE AND BACHELOR OF SURGERY (MBChB)

The curriculum at the Faculty of Health Sciences of the Walter Sisulu University is an innovative problem-based and community-based education programme. This curriculum extends over at least six academic years of full-time study. All new entrants into the Bachelor of Medicine and Bachelor of Surgery training programme shall follow the new six year curriculum. The old five year curriculum will apply to pipeline students who are in level 5 of the programme.

Admission procedure
Due to the structure of this curriculum, admission to MBChB can only be at MBChB I level. However, under special circumstances, students coming from other medical schools that offer integrated problem-based and community-based programmes, may be considered at levels other than MBChB I, on a case-by-case basis.

National Senior Certificate (NSC)
Compulsory Subjects
5(60-69%) in English at Home language or First Additional language level
5(60-69%) in Mathematics
5(60-69%) in Physical Science
5(60-69%) in Life Sciences

Not Compulsory Subjects
4(50-59%) in isiXhosa
4(50-59%) in Life Orientation

Good performance in Grade 11 end-of-year examinations and Grade 12 mid-year/trial
examinations will be a recommendation.

Applicants with qualifications from countries other than the Republic of South Africa will have their qualifications evaluated by the Joint Matriculation Board (JMB). The University Admissions Office will communicate with the JMB on this issue. Candidates with A-levels should have obtained a minimum of 3 principal passes at grades D or better.

Applicants with diplomas and/or degrees will be considered on merit.

Selection Procedure
A selected number of candidates will be short-listed for an interview, after which recommendations for final selection for admission will be referred to the Faculty Admissions Committee.

Final selection for admission.
Academic results and/or performance, as well as performance at interview will weigh equally. The recommendations of the Faculty Admissions Committee for admission will be final.

The closing date for MBChB applications will be 30 September.

Please note that it is the responsibility of the applicant to provide the University with official results. No applicants will be processed without results.
Std 9 / Grade 11 : end-of-year results
Std 10 / Grade 12 : June or trial examination results
Std 10 / Grade 12 final results
Diploma / Degree end-of-year results

Registration
All students must register with the Health Professions Council of South Africa (HPCSA) at the beginning of their first year of study. Students will not be allowed to proceed to second year without HPCSA Registration. Students who resume their professional studies after an interruption of more than one year are required to renew their registration with the Council.

BACHELOR OF MEDICINE AND BACHELOR OF SURGERY (MBChB) CURRICULUM

The innovative curriculum employs Problem-Based Learning and Community-Based Education (PBL & CBE) mode of delivery. There are small group tutorials, laboratory classes, projects, clinical clerkships, patient presentations, bedside clinical teaching, clinical procedures, grand round presentations, seminars and a few lectures. The curriculum is student-centred, problem-based, integrated, community-based, has electives and has self-directed learning. There is early exposure of students to clinical practice, diagnostic disciplines (Chemical Pathology, Haematology, Radiology) and community-based education.

Programme Organization and Delivery
The medical curriculum is divided into 3 phases as follows:
Phase I,
level I (Phase IA) - 36 weeks
level II (Phase IB) - 39 weeks
Phase II,
level III - 36 weeks
Phase III,
level IV - 36 weeks
level V - 44 weeks
level VI - 36 weeks

Total time dedicated to teaching and learning: 227 weeks.
In addition, the examinations in the MBChB programme are by their nature also learning opportunities for the student.

The content in each phase is organized into 4 themes as follows:

Theme 1. Normal Structure and Function
Theme 2. Abnormal Structure and Function
Theme 3. Population Medicine
Theme 4. Clinical Practice.

This is a spiral curriculum where all 4 themes are introduced at level 1 but in various degrees and depth. New information in the next level is introduced in such a way that there is a link with information obtained from the previous level. Previously acquired information, therefore, acts as a building block, as students “walk” their way through from Level I to Level V. For this reason, the programme is not modularised.

Core Modules / Courses - The spiral curriculum builds on the courses as follows:

Phase I A (LEVEL I) - 131 Credits
- Human Behavioural Science and Medical Ethics BEH 1101 (12 credits)
- Medical Physics MPH 1102 (13 credits)
- Medical Chemistry MCH 1103 (13 credits)
- Medical Biology BIM 1104 (13 credits)
- Communication and Clinical Skills CCS 1005 (12 credits)
- Cell Biology and Cell Metabolism CBM 1206 (30 credits)
- Nutrition, GIT and Metabolism NGT 1207 (38 credits)

Phase I B (LEVEL II) - 128 Credits
- Neuroscience, Head & Neck, Eye, Ear, Nose & Throat NHN 2101 (27 Credits)
- Musculoskeletal (Include Parathyroid) MSK 2102 (23 Credits)
- Community-Based Education and Service (COBES) COB 2003 (16 Credits)
- Renal, Body Fluids, Reproductive RBR 2204 (25 Credits)
- Cardio Respiratory (Including Pharynx) CRS 2205 (25 Credits)
- Clinical Skills CLS 2006 (12 Credits)

The four themes will be integrated as:
1. Normal Structure and Function - Anatomy and Physiology,
2. Abnormal Structure and Function - Pathology, Pharmacology and Medical Microbiology,
3. Population Medicine - Community Medicine and Behavioural Sciences;
4. Clinical Practice - Clinical Skills (as part of Professional Skills).

Phase II (LEVEL III) - 132 Credits
- Man, Environment, Stress, Adaptation and Disease MEA 3001 (30 Credits)
Disorders of Growth, Cardiovascular and Respiratory          GCR 3002           (18 Credits)
Disorders of Alimentary System and of Genitourinary Tract      AGU 3003           (18 Credits)
COBES                                      COB 3004           (12 Credits)
Clinical Skills                               CLS 3005           (12 Credits)
Forensic Medicine                             FRM 3006           (12 Credits)
Community Medicine                           COM  3007 (08 Credits)
Neuro-Endocrine, Skin and Musculoskeletal Disorders  DSM 3008           (22 Credits)

(132 credits)

**NB:** Whereas the main areas of coverage in Phase II include Pathology (Anatomical, Chemical, Forensic), Medical Microbiology and Pharmacology, Normal Structure and Function, Population Medicine and Clinical Practice (including Laboratory Skills as part of Professional Skills) will also be covered.

**PHASE III (LEVEL IV - VI) – Credits**

This is a phase of clinical clerkship in primary, secondary and tertiary care facilities, where emphasis is not on clinical practice alone, but also on Normal structure and function, abnormal structure and function and population medicine in an integrative fashion. Clinical Clerkship will be done in the following areas:

**Phase III A (LEVEL IV) - 144 Credits**

- Internal Medicine                    ITM  4002           (24 Credits)
- Obstetrics and Gynaecology          OBG 4003           (24 Credits)
- Psychiatry                          PCY  4004           (24 Credits)
- Paediatrics                         PDT  4005           (24 Credits)
- Surgery and Radiology               SUR  4006           (24 Credits)
- Community Medicine                 COM  4007           (12 Credits)
- Forensic Medicine                   FRM  4008           (12 Credits)

(144 credits)

**Phase III B (LEVEL V) - 168 Credits**

- Orthopaedics                        ORT  5101           (16 Credits)
- Anaesthesiology                     ANA  5102           (16 Credits)
- Ophthalmology                       OPH  5103           (16 Credits)
- Otorhinolaryngology                 OTO  5104           (16 Credits)
- Family Medicine                     FME  5105           (16 Credits)
- Integrated Longitudinal Community Clerkship  ILCC 5206 (72 Credits)
- Electives                           ELT  5007           (16 Credits)

**Electives**

The electives or special study modules may be laboratory-based, clinical or research-focused, and will be selected by students either to strengthen their areas of weakness, or to study in depth their areas of interest.

**Phase 3C (LEVEL VI) - 144 Credits**

- Family Medicine                     FME  6001           (24 credits)
- Internal Medicine                   ITM  6002           (24 credits)
- Obstetrics and Gynaecology          OBG  6003           (24 credits)
- Psychiatry                          PCY  6004           (24 credits)
- Paediatrics                         PDT  6005           (24 credits)

HEALTH SCIENCES  62
Integrated Assessment
The assessment is in line with the way students are taught and also with the way students will work after completion of the programme. There is both formative and summative assessment with an emphasis on formative. OSPE/OSCE, MEQ and IPA are the cornerstones of assessment in our innovative Problem-Based Learning and Community-Based Education Curriculum. The aim is towards an integrated form of examination at the end of each phase, where multiple disciplines are examined at the same time, rather than only discipline-based examination.

NB: OSPE = Objective Structured Practical Examination
OSCE = Objective Structured Clinical Examination
MEQ = Modified Essay Questions
IPA = Individual Process Assessment

MBChB I

a. Courses will be:

**Phase 1 A.1 - Discipline-based:**
1. Medical Physics
2. Medical Chemistry
3. Medical Biology
4. Human Behavioural Sciences
5. Communication and Clinical Skills

**Phase 1 A.2 - Integrated:**
6. Cell Biology, Cell Metabolism
7. Nutrition, GIT, Metabolism

COBES will be integrated in all the courses.

b. Learning of the discipline-based courses will take place in the first half of the year.

c. **Phase 1A.1 - Assessment:**
The continuous assessment mark will be computed from the tests, practicals, seminars and assignment completed. Students will be expected to make reports on the COBES activities done.

d. Examinations will be held in each of the courses.
NB the weighting of :
- **HBS** will be Psychology 40%, Sociology 25%, Anthropology 25%, Medical Ethics 10%
- **Communication Skills** will be English or Xhosa 30%, Computer Skills 30% Clinical Skills 40%

e. **Final Mark - Computation:**
Continuous assessment 60%
Examination mark 40%

f. **Mark Obtained:**
- 50% Pass
- 45% - <49% Fails but qualifies for supplementary
- <45% Fails

g. **Supplementary Examination**
- A student will not be allowed to sit for supplementary examination in more than three MBChB 1 registered courses.
- A student has to sit for the supplementary examination of phase 1A.1 registered courses during the first week of the second half of the year.

h. **The Computation of Supplementary Examination shall be:**
Continuous assessment 60%
Examination mark 40%

i. **Phase 1A.2**
Will take place in the second half of the year,
Learning will take place in an integrated manner, consisting of two blocks:

<table>
<thead>
<tr>
<th>Block</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cell Biology, Cell Metabolism</td>
<td>10 weeks</td>
</tr>
<tr>
<td>Nutrition, GIT, Metabolism</td>
<td>10 weeks</td>
</tr>
</tbody>
</table>

j. **Phase 1A.2 Assessment:**

**Admission to the examination:**
As per general university rule G20.1.1, a student qualifies to be admitted to the end of the block examination only if he/she has obtained a continuous assessment of at least 40%.

The continuous assessment will consist of:
- integrated progress assessment (MEQs) (65%),
- tutorial assessment (25%)
- and practicals (10%).

k. **Assessment**
There will be continuous assessment consisting of tutorial assessment, integrated MEQs, practical, seminars and reports during the two blocks.
OSPE and IPA examinations will be at the end of each the two combined blocks and they will be externalized.

l. **Computation of the Block marks**
Continuous assessment (60% of the final mark) will be made up of:
Tutorial assessment: 15%
MEQ 40%
Practicals 5%

Examination mark (40% of the final mark) will be made up of
IPA: 20%
OSPE 20%

m. **Mark obtained**  Action
50% Pass
45 – 49% Fails but qualifies for supplementary
<45% Fails

n. **Phase 1A.2 Supplementary Examinations**
A student will be allowed to sit for supplementary examinations at the end of the semester, provided that she/he qualifies for supplementary examination and has obtained a final mark of between 45 - 49%.

o. **The Computation of the Supplementary Examination for Phase 1A.2 will be**
Continuous Assessment 60%
OSPE 20%
IPA 20%

p. **Mark Obtained**  Action
50% Pass
<50% Fail

q. **Promotion**
For entry into the second year of study, a student must have passed all the courses prescribed for MBChB 1.

r. **Repeating the year**
A student who fails four (4) or less of the courses prescribed for MBChB 1 will be allowed to repeat the year.

s. **Exclusion**
A student who fails more than four (4) courses prescribed for MBChB 1 will be excluded on academic grounds.

**MBChB II**

a. In Phase 1B, learning will take place in an integrated manner consisting of six blocks
1. Clinical Skills: offered throughout the year 12 credits
2. COBES: offered throughout the year 16 credits
3. Musculoskeletal: offered in semester 1 23 credits
4. Neuroscience: offered in semester 1 27 credits
5. Cardio-respiratory: offered in semester 2 25 credits
6. Renal, Body Fluids and Reproduction: offered in semester 2 25 credits
b. **Attendance**
   All students are advised to attend all scheduled lectures. Tutorials, clinical skills, seminars and practical classes are compulsory.

c. **Admission to the Examination**
   As per general rule G20.1.1, a student qualifies to the examination at the end-of the block only if he/she has obtained a continuous assessment mark of at least 40%.

d. **Assessment**
   - There will be continuous assessment consisting of tutorial assessments, integrated MEQs and practicals.
   - OSPE will be written at the end of the block and will be externalized.
   - A common IPA examination will be written at the end of each semester and will be externalized.

e. **Computation of Marks**
   i) Continuous assessment contributes 60% of the final mark of each block and will comprise of:
      1. Tutorial Assessment  15%
      2. MEQs    40%
      3. Practicals   05%

   ii) The end of block examination contributes 40% of the final mark and will be made of:
      1. IPA   20%
      2. OSPE 20%

f. **Final Mark Obtained**
   - 50%   Pass
   - 45 - 49%   Fails but qualifies for supplementary exam
   - <45%   Fail and does not qualify for supplementary

g. **Supplementary Examinations**
   A student shall be admitted to supplementary examinations at the end of each semester provided he/she has obtained a final mark of between 45% and 49%.

h. **The Elements of the Supplementary Examination will be:**
   - Block Continuous Assessment  60%
   - OSPE  20%
   - IPA  20%
   A student must obtain 50% in order to pass the supplementary examination.

i. **Promotion**
   For entry to the third year of study, a student must have passed all the courses prescribed for the second year.

j. **Repeat the Year**
A student who fails three or less of the courses prescribed for MBChB II will be allowed to repeat the year.

k. Exclusion
A student who fails four or more of the courses prescribed for the MBChB II shall be excluded on academic grounds.

**MBChB III**

Phase II Abnormal Structure and Function will be covered during one academic year – MBChB III

a. **MBChB III courses will be**
- Clinical Skills – offered throughout the year CLS 3005 (12 credits)
- COBES - offered throughout the year COB 3004 (20 credits)
- Forensic Medicine - offered throughout the year FRM 3006 (12 credits)
- Community Medicine – offered throughout the year COM 3007 (08 credits)

**Abnormal Structure And Function Courses**
- Man, Environment, Stress, Adaptation and Disease MEA 3001 (30 Credits)
- Disorders of Growth, Cardiovascular and Respiratory GCR 3002 (18 Credits)
- Disorders of Alimentary System and of Genitourinary Tract AGU 3003 (18 Credits)
- Neuro-endocrine, Skin and Musculoskeletal Disorders DSM 3008 (22 Credits)
- COBES COB 3004 (12 Credits)
- Clinical Skills CLS 3005 (12 Credits)
- Forensic Medicine FRM 3006 (12 Credits)
- Community Medicine COM 3007 (08 Credits)

Total courses for Phase II = 8 140 credits

a. **Course Components**
The thematic courses (Abnormal structure and function), which are year courses include four disciplines: Anatomical Pathology, Chemical Pathology, Medical Microbiology and Pharmacology. The activities for these four discipless run in a parallel integrated fashion with some common activities such as tutorial sessions and some discipline-based activities such as practicals and resource sessions.

b. **Course Activities**
- Tutorial sessions: 2 sessions of 3 hours a week. weekly cases relevant for the four integrated disciplines
- Practical sessions: 2 hours per discipline/week (total 8 hours/week)
- Resource sessions :2 hours per discipline/week
- Clinical Skills: One session per week (4 hours)
- COBES: One session per week (4 hours)

c. **Attendance**
All students are advised to attend all scheduled resource sessions, BUT attendance to tutorials, practicals, clinical skills and COBES is compulsory.

d. **Course Assessment**
The year content for the four Abnormal structure and function courses is organized in a progressive, integrated and systematic sequence. The year comprises of four assessment periods which take place at the end of the academic course. The tests are progressive and based on the core contents for the integrated courses. The average of the continuous assessment components produces the year mark. Final exams are written at the end of the year.

e. **Assessment Components**

The Continuous assessment for the year includes the following exercises:

(a) 4 Tutorial assessments,

(b) Integrated MEQ Assessment,

(c) 4 Ongoing integrated practical assessments OGPA and

(d) Mid-year IPA.

Each integrated MED and OGPA produces individual marks for each of the 4 integrated courses.

The MEQs and the OGPA will be written at the end of the terms, the mid-year IPA will be carried out during the second term assessment. The contribution of each component to the year mark is as follows.

Continuous assessment (60% of the final mark) will be made up of:
- Tutorial assessment (20%)
- End of term MEQ Assessments MEQ (50%)
- On Going Practical Assessments OGPA 5%
- Mid year IPA 25%

f. **Entry to the End of the Year Examinations**

To be eligible to write the exams a student is required to fulfil the following requirements:

(a) 85% of the tutorial attendance

(b) 85% of the practical session attendance

(c) A sub minimum of 40 % in the continuous assessment in each of the disciplines (Anatomical Pathology, Chemical Pathology, Microbiology and Pharmacology).

g. **End of Year Examination (40% of final mark) will be made of**

OSPE (integrated disciplines) 15%

Final IPA 1 and 2 (50:50) 85%

The final IPA and OSPE are integrated exercises. The OSPE produces individual marks for the integrated courses but IPA mark is common for the four of them. A student qualifying for the final exam in any of integrated courses will be admitted to IPA to produce the final mark only for the courses he/she qualifies for admission to exam.

h. **Final Mark**

The marks for each course will be computed as 60% Cont. assessment + 40 % from exam marks. Each of the integrated courses will be computed individually. Decision will be based on results as follows:

- Pass: $> 49\%$
- Fail; qualify for supplementary: $> 44 - 49\%$
- Fail: $> 45\%$
Supplementary Exams
To be eligible for supplementary Exam the candidate must:
1) Pass at least 4 of the 8 courses for the year.
2) Obtain a subminimum of 40% in year mark of the courses (s) to be supplemented and
3) A final mark of more than 44% in the courses to be supplemented. Final results will be subjected to decisions according to the university rules.

The supplementary Examinations for the eligible candidates will be written at the end of the academic year.
The supplementary Examinations for the integrated courses comprise of a discipline-based MEQ for the specific course(s) to be supplemented.

A student reaching a final mark between 44% and 49% in any of the four integrated disciplines qualifies for supplementary exam only if he/she has obtained more than 40% in the final IPA. A student with <40% in the final IPA will not be eligible for supplementary examination and the four specific courses will be considered as “failed”. The Supplementary Examinations for the eligible candidates will be written at the end of the academic year.

The supplementary Examinations for integrated courses comprise of:
- OSPE for the specific courses(s) to be supplemented, contributing with 20% of the supplementary Exam mark; and
- IPA (All integrated subjects), Contributing with 80% of the supplementary Exam mark.

Final Marks after Supplementary
The mark obtained in the supplementary MEQ will constitute 40% of the final mark of the course supplemented which will be combined with the mark for that course (60%)
Final mark = Year mark (60%) + supp exam Mark (40%)

Promotion Decisions
The promotion decisions are based on the re-calculated Final Mark after supplementary exams.
The addition of 60% year mark + 40% supplementary Exam must reach 50% for the candidate to pass.
- Pass > 40%
- Fail < 50%
- Repeat/Exclude < 45%
Candidate must pass at least 4 of 8 prescribed courses for the year to be eligible to repeat the year.

Exclusion
A student who fails five (5) or more courses prescribed for MBChB III will be excluded on academic grounds.

PHASE III - MBChB IV - VI
i. A student should pass all courses at one level before proceeding to the next level.
ii. A student who fails three (3) or more clinical blocks shall repeat the year including repeating all the clinical blocks already passed. The only exception to this rule is in the final year when the student only repeats the failed clinical blocks.
MBChB IV - Phase 3A
i. At MBChB IV LEVEL, a student must pass both the clinical and theory components of the examination in addition to obtaining an overall mark of fifty percent (50%) or more before proceeding to Level V.
ii. A student who fails one or two clinical blocks at MBChB IV will repeat and pass the failed blocks within the year before proceeding to level MBChB V.
iii. A student who fails the repeat block(s) should repeat the year and repeat all the clinical blocks.
iv. A student who repeats two (2) clinical blocks but fails one (1), shall repeat the failed clinical block before proceeding to level V.
v. A student who fails three (3) or more clinical blocks shall repeat the year including repeating all the clinical blocks already passed.

MBChB V - Phase 3B
i. A student who fails to obtain fifty per cent (50%) but obtains forty five per cent (45%) or more in any of the surgical specialties shall be given a supplementary examination,
ii. However, a student who fails to obtain forty five percent (45%) in any of these surgical specialties shall repeat the failed blocks before proceeding to next level of study,
iii. If a student fails a repeat block(s), he/she repeats the year.
iv. If a student fails three (3) or more Surgical Specialties, he/she repeats the year.
v. A student who fails ILCC will write and pass a supplementary paper before the end of the academic year.
vi. A student who fails the ILCC supplementary shall register for the year and repeat the year including all blocks at that level.

MBChB IV - Phase 3C
i. A student shall register as a Student Intern with the Health Professions Council of South Africa (HPCSA).
ii. At level VI, a student must pass both clinical and theory components of the examination, in addition to obtaining an overall mark of fifty per cent (50%) or more, to pass the block(s).
iii. A student who fails up to three (3) blocks shall repeat those block(s) at the beginning of the following year with the level VI students.
iv. A student who fails four (4) or more clinical blocks will repeat the whole year.
v. A student who fails one (1) or two (2) clinical block(s), he/she is repeating for the second time, will register for the year and repeat the failed block(s).

Exclusion
In conformity with the University Rules, with the exception of Phase III students, a student who fails a course twice shall be excluded on academic grounds. A student who has been excluded from the programme on academic grounds will not be considered for re-admission to the MBChB course.

The graduand shall subscribe to the following declaration before graduation:

“As a graduate in Medicine of the Walter Sisulu University, I do solemnly declare: that I will exercise my profession to the best of my knowledge and ability for the good of all persons whose health may be placed in my care and for the public weal; that I will not knowingly or intentionally do anything or administer anything to any person to their hurt or prejudice for any consideration or motive whatsoever, and I do also declare that I will keep
silence about those things, which I have seen or heard while visiting the sick, which ought not to be divulged; that I will hold in due regard the honourable obligations of the medical profession, and will do nothing inconsistent therewith; and I do further declare that I will be loyal to my university and endeavour to promote its welfare and maintain its traditions.”

POSTGRADUATE DIPLOMAS AND DEGREES

ADVANCED DIPLOMA IN DISTRICT HEALTH SERVICES MANAGEMENT AND LEADERSHIP

Admission
The Walter Sisulu University, University of Fort Hare, University of Port Elizabeth and Rhodes University through facilitation of the Eastern Cape Department of Health and Equity Project. The submission to the Council on Higher Education was made by Walter Sisulu University, Faculty of Health Sciences on behalf of all four participating universities. A joint venture agreement has been signed by the four universities and the Eastern Cape Department of Health. In the agreement, it is stated clearly that the participating universities will be responsible for offering the diploma, whilst the department of health will be responsible for providing the students/candidates/participants. The programme is targeted at current government employees and candidates must have a tertiary qualification (such as in nursing or medicine) and must be members of the district health management team. Students register with the University of Fort Hare.

Courses
In order to qualify for the diploma a student must complete the core modules (40 credits) and four other modules (i.e. two modules from the health services programme development section and two from the health systems management section).

1.2.1 The core module focuses on:
- The District Health System
- The Strategic Action Cycle
- Collecting, analysis, interpreting and using information
- Analysis, interpretation and use of financial information
- Presentation skills (both written and oral).

The Health Services Programme Development Modules include managing a:
- HIV/AIDS/STI/TB (HAST) programme
- Drug management programme.
- Maternal, Women’s and Reproductive health programme
- Child health (including nutrition and school health) programme
- Mental health /disability/rehabilitation programme.

1.2.3 The Health Systems Management modules include:
- Building the district health team
- District health governance
- Human resources development (including labour relations, discipline and supervision
- Budgeting and financial management
- Management of physical resources (including transport and communication
Each module is coordinated by one of the participating universities who plans in conduction with a senior member of the department of health to ensure that content is relevant and current.

**Assessment**
Each module runs over a six month period and consists of two one-week blocks, approximately two months apart. As this is a team-based and project-based programme, most of the work occurs at the workplace. Projects are carried out between the two blocks and after the completion of the second block. At the end of each module, all the district participants present what they have achieved to a big audience consisting of senior members of the department of health, representatives of the four participating universities and module teachers and facilitators. The presentation is both oral (or poster) and written.

**Graduation**
Lectures are presented mainly at the All Saints Campus of Fort Hare at Bhisho, but decentralization is also welcome. On completion of the programme, students graduate from all four participating universities at a graduation ceremony that is organized on a rotational basis. The certificates carry the university logos of all four universities.

**BACHELOR OF SCIENCE (HONORS) (MEDICAL MICROBIOLOGY)**

**Purpose of the program**
The programme provides generally formative and research orientated training in Medical Microbiology. To develop the student’s knowledge and skill in medical microbiology, and to enable him/her to contribute to the prevention and research in bacterial infectious diseases relevant to our community, and to provide a background for further study in an academic environment and optimal functioning in a work environment.

**Entry Requirements**
For admission to the Hons–BSc programme in Medical Sciences with Medical Microbiology as the major subject, a candidate must be in possession of a relevant BSc degree from a recognized university, with a combination of appropriate subjects such as Microbiology, biochemistry, Biotechnology and Genetics. The pass rate should be above 60% in the final year.

**International Students**
A valid study permit
Proof of assessment of qualification by South African Authority for Qualification Assessment.

**PROGRAMME STRUCTURE AND CONTENT**

**Outcomes of the programme:**
After completion of the programme, he/she should have the following:-
- A comprehensive understanding of the diagnosis of bacterial infection
- A basic understanding of the interaction between the host and the pathogen and the epidemiology of bacterial infections
- Specific skills relevant to the work done in a medical microbiology laboratory
- An understanding of the research in a medical context and the ability to formulate and execute a research project independently.
Summary of Courses

<table>
<thead>
<tr>
<th>CODES</th>
<th>CODES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Medical Microbiology</td>
<td>MIC 4001</td>
<td>32</td>
</tr>
<tr>
<td>Molecular Microbiology</td>
<td>MIC 4002</td>
<td>16</td>
</tr>
<tr>
<td>Research Project</td>
<td>MIC 4003</td>
<td>60</td>
</tr>
</tbody>
</table>

**Elective Modules - choose one**
- Research Methodology | MIC 4004 | 12 |
- Reading/ Discussions in Med. Microbiology | MIC 4005 | 12 |

(120)

**Assessment**
Assessment will be formative and summative. End of course examinations will be externally moderated. Any candidate who without valid reason with proof and or without permission of the Head of the Department, fails to present him/herself at an assessment which he/she is required to write, shall be deemed to have failed a test.

Any candidate without permission of the Dean, in consultation of the head of the department fails to sit for examination which he/she is permitted to write, shall be deemed to have failed the examination, unless there is a valid reason with proof.

Final mark for the course will be computed using the continuous assessment mark for the semester/ year and the exam mark in 60:40 ratio (continuous assessment contributing (60%) and final examination contributing 40%)

1. **Formative assessment:**
   - 60% of the total marks
   - a) 20% from the three blocks
   - b) 20% from the write-up
   - c) 20% from the tutorial and practical participation

2. **40% from the final examination**

**Research Project**
Examination panel consists of (1) internal examiner and (1) external examiner. The internal examiner is the supervisor of the project who evaluates the student’s commitment and execution of the project, while the external examiner evaluates the overall content, methodology, results and discussions. The average of both these marks contribute towards the final project mark.

**Criteria for Pass (P) and Distinction (D)**
Pass mark – 50%. A 50% pass in the research Project component is mandatory.
Distinction – 75% and above. Pass in all three components of the above is mandatory.

**Fail (F)**
A student is deemed to have failed if the overall aggregate is less than 50% or he/she has failed to obtain the mandatory 50% in the project.

**Supplementary (S)**
A student will be required to resubmit the project if he/she has failed to obtain the mandatory
50% in the project.

All other conditions will apply as per the general University rules and regulations.

Enquiries
Name of programme co-ordinator  :  Professor S. D. Vasaikar
Telephone number  : +27 (0) 47 502 4193/2297
E-mail     : sandeepvasaikar@yahoo.com

MASTER OF SCIENCE IN MEDICAL MICROBIOLOGY

The Master of Science in Medical Microbiology is designed to provide sound advanced knowledge in Medical Microbiology and Infectious Disease for graduates with honours in Medical Microbiology to pursue further training in Medical Microbiology.

ENTRY REQUIREMENTS

Recognition of Prior Learning
Honours degree in Medical Microbiology or equivalent.

- B Sc Honours In Science with a strong background in Medical Microbiology. Other Science graduates with a background in Virology can also be considered. Science students without honours may enrol but they are required to do B Sc honours status examination. Science students who have undergone a four (4) year degree course will also be eligible.

- Medical Technologist who have undertaken the B Tech degree from Technikons. They may be required to sit for a status examination to establish their eligibility. This may however be waived in exceptional circumstances on the recommendation of the head and the Higher Degrees Committee.

- Medical doctors with a special interest in Medical Microbiology and Infectious Diseases who might later want to specialize in the discipline or may simply want to gain experience in research.

Summary of Courses

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CODES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions &amp; Seminars</td>
<td>MMM 5001</td>
<td>60</td>
</tr>
<tr>
<td>Research Project</td>
<td>MMM 5002</td>
<td>120</td>
</tr>
</tbody>
</table>

(180)

EXIT LEVEL = Masters Degree in Medical Microbiology) = Minimum of 180 credits from prescribed core courses at masters level.

Delivery mode
The program is offered in a format accessible to full time and part time students in the form of seminars, self-directed learning, Research project in a specified topic under supervision.

Attendance
Attendance in all seminars & discussions are compulsory.

Assessments/Tests/Examinations
Assessment will be formative and summative. End of course examinations will be externally
moderated. Any candidate who without valid reason with proof and or without permission of the Head of the department fails to present him/herself to an assessment which he/she is required to write shall deemed to have failed such a test.

Any candidate without permission of the Dean, in consultation with the head of department, fails to sit for an examination which he/she is permitted to write, shall be deemed to have failed the examination, unless there is a valid reason with proof of failure to present him/herself duly for examination.

Research project will be evaluated by internal and external examiners according to general university rules.

**DOCTOR OF PHILOSOPHY IN HEALTH SCIENCES (MEDICAL MICROBIOLOGY)**

**Delivery mode**
Research in a topic of interest under supervision

**Duration**
Not less than three years

**Summary of Courses**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CODES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>HSC 6000</td>
<td>360</td>
</tr>
</tbody>
</table>

Research project will be evaluated by internal and external examiners according to the general university rules.

**Exit Level Outcome**
Doctor of Philosophy in Health Sciences

**BACHELOR OF SCIENCE IN BIOCHEMISTRY WITH HONORS**

**Purpose of the program**
To strengthen educational and research skills acquired at bachelors degree level.
To develop specialization in the area of interest
To conduct research for the benefit of society
To develop a carrier oriented in biochemistry and related sciences

**Assumption of Prior Learning**
A bachelor’s degree in biochemistry or equivalent.
Candidates who obtained bachelor’s degree in related fields may enter the program after completing the required level 2 & 3 core courses in biochemistry.

**Credits required**
The candidate must have obtained 60% or above in the area of specialization or have passed an additional entry examination designed for candidates who obtained less than 60% in the
area of specialization at Bachelors degree level.

**Duration of the programme**
- One academic year (Full time)
- Two academic years (Part time)

**Summary of Courses**

<table>
<thead>
<tr>
<th>COURSES</th>
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<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core courses:</td>
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<tr>
<td>Research Project</td>
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<tr>
<td>Seminars in Biochemistry</td>
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<tr>
<td>Electives: Choose any two:</td>
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<tr>
<td>Nutritional Biochemistry</td>
<td>BCH 4003</td>
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<td>Clinical Biochemistry</td>
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<tr>
<td>Biotechnology</td>
<td>BCH 4006</td>
<td>20</td>
</tr>
</tbody>
</table>

**Exit Level**
Exit Level = Bachelors degree (Hons) = Minimum of 124 credits from prescribed core and elective courses at levels

**Delivery mode**
The program is offered in a format accessible to full time and part time students in the form of seminars, tutorials, laboratory practicals and self-directed learning.

**Attendance**
All students are advised to attend all seminars, tutorials, practicals are compulsory.

**Assessments/Tests/Examinations**
Assessment will be formative and summative. End of course examinations will be externally moderated. Any candidate who without valid reason with proof and or without permission of the Head of the department fails to present him/herself to an assessment which he/she is required to write shall deemed to have failed such a test.

Any candidate without permission of the dean, in consultation with the head of department, fails to sit for an examination which he/she is permitted to write, shall be deemed to have failed the examination, unless there is a valid reason with proof of failure to present him/herself duly for examination.

**Computation of Marks**
All marks shall be expressed as percentages and those which, up on computation yield fractions shall be raised to the first integer. The assessment program, and its format as well as test dates shall be communicated to the candidates timeously throughout the year.

The continuous assessment mark for the semester/year will be computed using the tests, assignments, practical and other academic activities as determined by the department concerned for prescribed courses and will be informed to the students timeously.
Final mark for the course will be computed using the continuous assessment mark for the semester/year and the exam mark in 60:40 ratio (continuous assessment contributing 60% and final exam contributing 40%.

**Supplementary examination**
Candidates who fail to obtain a pass in the prescribed course but obtain a combined mark of not less than 45% may be permitted by senate to present him/herself for a supplementary examination. Final supplementary marks will be computed using combined year/semester (60%) and supplementary examination (40%).

**MASTER OF SCIENCE IN BIOCHEMISTRY**

The programme is designed to provide sound advanced knowledge in biochemistry for graduates with honours in chemical sciences to pursue further training in biochemistry.

**Recognition of Prior Learning**
Honours degree in biochemistry or equivalent.

**Duration of the course**
One year full time
Two years part time

**Summary of Courses**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CODES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions &amp; Seminars</td>
<td>BCH 5001</td>
<td>60</td>
</tr>
<tr>
<td>Research Project</td>
<td>BCH 5000</td>
<td>120</td>
</tr>
</tbody>
</table>

(180)

EXIT LEVEL = Masters Degree in Biochemistry) = Minimum of 180 credits from prescribed core courses at masters level.

**Delivery mode**
The program is offered in a format accessible to full time and part time students in the form of seminars, self-directed learning, Research project in a specified topic under supervision.

**Attendance**
Attendance in all seminars & discussions are compulsory.

**Assessments/Tests/Examinations**
Assessment will be formative and summative. End of course examinations will be externally moderated. Any candidate who without valid reason with proof and or without permission of the Head of the department fails to present him/herself to an assessment which he/she is required to write shall deemed to have failed such a test.

Any candidate without permission of the dean, in consultation with the head of department, fails to sit for an examination which he/she is permitted to write, shall be deemed to have failed the examination, unless there is a valid reason with proof of failure to present him/herself duly for examination.
Research project will be evaluated by internal and external examiners according to general university rules.

**DOCTOR OF PHILOSOPHY IN HEALTH SCIENCES (BIOCHEMISTRY)**

**Purpose**
This program is designed to develop scientists with necessary skills who are capable of initiating and implementing research in the various disciplines in health science. Biochemistry option is available for candidates who wish to specialize in Biochemistry.

**Delivery Mode**
Research in a topic of interest under supervision

**Duration**
Two years full time
Three years part time

**Summary of Courses**

<table>
<thead>
<tr>
<th>QUALIFICATION / COURSES</th>
<th>CODES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>HSC 6000</td>
<td>360</td>
</tr>
</tbody>
</table>

**Assessment**
Thesis will be evaluated by internal and external examiners according to general university rules.

**Exit level outcome**
Doctor of Philosophy in Health Sciences

**BACHELOR OF SCIENCE (HONOURS) (PHYSIOLOGICAL SCIENCES)**

**Recognition of Prior learning**
BSc in Physiology or equivalent.

**Duration**
One year full time
Two year part time

**Delivery mode**
To facilitate understanding of basic concepts in physiology and is in the form of seminars, assessment and self directed learning.
Summary of Courses

<table>
<thead>
<tr>
<th>QUALIFICATION / COURSES</th>
<th>CODES</th>
<th>CREDITS</th>
</tr>
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<tbody>
<tr>
<td>Bachelor of Science (Hons) Physiological Sciences</td>
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<tr>
<td>Core Modules:</td>
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<tr>
<td>Research Project</td>
<td>PIO 4002</td>
<td>60</td>
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<tr>
<td>Readings in Physiology</td>
<td>PIO 4003</td>
<td>30</td>
</tr>
<tr>
<td>Research Methodology</td>
<td>PIO 4204</td>
<td>30</td>
</tr>
</tbody>
</table>

(120)

Attendance
Compulsory in all seminars and active participation in discussions is expected from all students.

Assessment
All B Sc (Hons) students are expected to present summaries of their projects at the Annual Congress of the Physiological Society of Southern Africa (PSSA).

B Sc (Hons) students are encouraged to compete for the Wyndham Prize at the PSSA.

Research Project
The research project is to be submitted in November. It is a core module.

Course Work
a. Seminars
   Presented by the departmental staff at weekly seminar days B Sc (Hons) students to attend and contribute in the discussions.

b. Laboratory exposure
   Students should attend all the undergraduate practicals sessions throughout the year, helps in setting up the practicals, and in marking. All students must be familiar with all the practicals conducted for the MBChB students.

c. Tutorials
   Students must attend the tutorial sessions meant for medical students and their participation in the discussion and their ability to handle the case is analysed and evaluated.

d. Statistics
   A compulsory course on research methodology and statistical analysis is administered throughout the year. The students are evaluated on their performance.

e. Write-up on Selected Topics
   Each student is given a topic from the various systems by the respective lecturer in charge of the course and are evaluated on their ability to discuss the topic.
Assessment

1. **Formative Assessment**
   - 60% of the total marks
     i) 20% from three (3) blocks
     ii) 20% from write-ups
     iii) 20% from tutorial and practical participation

2. **Summative Assessment**
   - 40% from the final examination.

Research Project
Examination panel consists of one (1) internal and one (1) external examiners. The internal examiner is the supervisor of the project who evaluates the student’s commitment and execution of the project, while the external examiner evaluates overall content, methodology, results and discussion. The average of both these marks contributes towards the final project mark.

Criteria for Pass (P) and Distinction (D)
Pass mark – 50%. A 50% pass in the Research Project component is mandatory.
Distinction – 75% and above. Pass in all three components of the above is mandatory.

Fail (F)
A student has deemed to have failed if the overall aggregate is less than 50% or if he/she has failed to obtain the mandatory 50% in the Project

Supplementary (S)
A student will be required to resubmit the project if he/she has failed to obtain the mandatory 50% in the project.

MASTER OF SCIENCE IN PHYSIOLOGICAL SCIENCES
The Programme is mainly aimed at providing both basic and applied research skills in physiology for graduates with honours in physiology and allied sciences to pursue further training in physiology. The emphasis is laid on applied research as applicable to common clinical conditions that affect the general public in the rural areas of South Africa especially in the Eastern Cape.

Recognition of Prior Learning
Honours in Physiology or equivalent.

Duration of the Course
One year full time
Two years part time

Summary of Courses

<table>
<thead>
<tr>
<th>QUALIFICATION / COURSES</th>
<th>CODES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings/ Discussions in Physiology</td>
<td>PIO 5006</td>
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</tr>
<tr>
<td>Research Project</td>
<td>PIO 5005</td>
<td>120</td>
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<td></td>
<td>(180)</td>
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</tbody>
</table>
Pre-requisite Modules
Advanced cell Physiology
Advanced System Physiology
Laboratory Physiology
Statistical methodology

Delivery mode
The programme is offered to facilitate understanding of basic concepts in physiology and is in the form of seminars, assessments and self-directed learning.

Research Projects are supervised by well by well qualified academic staff whose research expertise in the following areas are complimented by research facilities in the Department of Physiology.

1. Esophageal cancer
2. HIV & Cardio Vascular parameters
3. Medicinal plant research
4. Eclampsia and CVS changes
5. Medical education research
6. Andrology research

Attendance
Compulsory in all seminars and active participation in discussions is expected.

Assessments / Tests/ Examinations
Seminars and assignments are conducted periodically and evaluated. Feedback is provided to improve the quality of presentations and where necessary additional tools of learning is applied like; group discussions and attending schedule lectures for BSC & MBChB students.

Research project will be evaluated by two internal examiners and one external examiners according to general University rules.

Supplementary (S)
All students will be required to resubmit the project if he/she has failed to obtain the mandatory 50% of the required project mark.

DOCTOR OF PHILOSOPHY IN HEALTH SCIENCES

Entry Requirement
Masters in Physiology or equivalent

Purpose
The Program is designed to develop research skills suitable to the basic needs of conducting scientific research qualities and purpose. The prospective students are expected to initiate the research projects that are mainly in line with the abilities and research expertise of the academic staff in the department of Physiology. The students are encouraged to do applied research in conjunction with clinical department and to make use of the material available in these clinical disciplines.
In addition to implementing research the doctoral students should be able to have a grasp of the subject material that they have researched on and to impart the knowledge to others by developing their teaching skills. This will be facilitated by giving opportunity for students by having active participation in tutorials, seminars and laboratory practical for the undergraduate students.

**Delivery Mode**
Research in a topic of interest under supervision.

**Duration**
Two years full time
Three years part time

**Summary of Courses**

<table>
<thead>
<tr>
<th>QUALIFICATION / COURSES</th>
<th>CODES</th>
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</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>HSC 6000</td>
<td>360</td>
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</table>

**Assessment**
Thesis will be evaluated by two internal and two external examiners according to general University rules.

**Exit level Outcome**
Doctor of Philosophy in Health Sciences

**POSTGRADUATE TRAINING OFFERED BY DEPARTMENT OF CHEMICAL PATHOLOGY**

i) Postgraduate Diploma in Chemical Pathology
ii) M Sc in Chemical Pathology

**POST-GRADUATE DIPLOMA IN CHEMICAL PATHOLOGY**
(NQF Exit Level 08)

**Entry Requirements**
1) B Med Sciences, or
2) BSc with a strong background in Biochemistry and Physiology. (Other Science graduates with a background in Chemistry and Zoology can also be considered), or
3) Medical Technologist with B.Tech.
**Note:** Candidates must provide proof of immunization to the Hepatitis B virus prior to enrolment in the program.

**Learning Outcomes**
Upon the successful completion of the Postgraduate Diploma in Chemical Pathology, graduates will be able to:

- Display knowledge and understanding of the basic principles of Chemical Pathology.
- Have a sound understanding of instrumentation and principles of laboratory techniques.
• Be able to relate biochemical tests to the disease process – emphasis will be placed on diseases commonly present in the rural environment.
• Be able to apply their learning in a practical manner.
• Display knowledge and understanding of the principles Research and Planning in medical sciences.

Summary of Courses

<table>
<thead>
<tr>
<th>QUALIFICATION / COURSES</th>
<th>CODES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methodology, Laboratory Management &amp; Quality Control</td>
<td>CLM 4001</td>
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</tr>
<tr>
<td>Electrolytes, Acid-Base and Renal Pathology</td>
<td>CEA 4002</td>
<td>20</td>
</tr>
<tr>
<td>Nutrition, Gastrointestinal and Hepatobiliary Pathology</td>
<td>CNG 4003</td>
<td>20</td>
</tr>
<tr>
<td>Diagnostic Molecular Biology and Neoplasias</td>
<td>CDM 4004</td>
<td>15</td>
</tr>
<tr>
<td>Endocrinology and Central Nervous System Pathology</td>
<td>CEC 4005</td>
<td>25</td>
</tr>
<tr>
<td>Cardiovascular Pathology and Therapeutic Drug Monitoring</td>
<td>CCP 4006</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>(120)</td>
</tr>
</tbody>
</table>

Course Activities

a. **Seminars:** presented in two sessions. Topic presentations, according to active courses, by the students and/or Chemical Pathology staff once weekly with a second session also weekly for the students to discuss related clinical cases/applications.

b. **Laboratory Exposure:** Students should be involved with daily regularity in the clinical services provided by the Chemical Pathology Lab at all levels: technical, administrative and clinical. Students should attend all the undergraduate practical sessions conducted for the MBChB III students throughout the year, help in setting up the practicals and in marketing.

c. **Test follow-up and case write-up:** Students should interact with the clinical services to give clinical follow-up to abnormal tests and produce a write up with the case description, discussion and conclusions. At least one follow up report to be produced weekly.

d. **Journal Club and/or topic review:** Presented weekly by the Chemical Pathology staff or the students. Students are expected to participate and contribute in the discussions.

Assessment of Modules for the Postgraduate Diploma in Chemical Pathology

1. **Formative Assessment:** (accounts for 60% of the final mark)
   Regular activities:
   20% from seminars and topic reviews
   20% from Lab work and teaching participation
   20% from test follow-up and write-ups

2. **Summative Assessment Final Exam:** (accounts for 40% of the final mark)

3. **Module Final Mark:** 60% formative assessment + 40% summative assessments.
M SC IN CHEMICAL PATHOLOGY
(NQF Exit Level 09)

Entry Requirement
Post-Graduate Diploma in Chem Path, or MBChB degree
Note: Candidates must provide proof of immunization to the Hepatitis B virus prior to enrolment in the program.

Learning Outcomes
Upon successful completion of the MSc in Chemical Pathology, graduates will be able to:

- Have knowledge of the process involved in laboratory management in a rural setting.
- Be able to apply their learning in a practical manner.
- Should be able to design and execute a research project in the medical sciences.
- Be able to teach basic Chemical Pathology to other health professions undergraduate students.

<table>
<thead>
<tr>
<th>QUALIFICATION / COURSES</th>
<th>CODES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Laboratory Management and Quality Control</td>
<td>CLM 5001</td>
<td>60</td>
</tr>
<tr>
<td>Research Project</td>
<td>CRP 5002</td>
<td>120</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>(180)</td>
</tr>
</tbody>
</table>

Assessment of the Module on Advanced Lab Management
Self-directed learning with seminar presentations (summative) and a final exam.

Module final mark
60% from summative assessment and 40% from Final Exam.
Assessment of the Research Module/Project for the MSc in Chem Path:
The research project for the MSc Chem Path will be approved, supervised and assessed according to the Policies of the WSU Postgraduate Unit.

Assessment of the Research Module/Project for the MSc in Chem Path:
The research project for the MSc Chem Path will be approved, supervised and assessed according to the Policies of the WSU Postgraduate Unit.

Outcome Criteria
Pass (P): Final mark for each module >50 %
Distinction (D) Final mark >75%
Supplementary (S):
- A student will be required to write supplementary exam if his/her final mark is <50 but >40.
- A student will be required 50 % in the project.
Fail (F):
A student fails in the following two situations:
- If his/her module final mark (combined formative and summative) <40%
- If his/her module final mark is less than 50% or Research Project <50% after supplementary exam or project resubmission respectively.

All other conditions will apply as per general WSU Rules and Regulations & Postgraduate Unit Policies.

**MASTER OF PUBLIC HEALTH (MPHE)**

**Contextual framework of MPH Programme**

**What is and why public health?**
The definition and understanding of public health as a discipline, has always been a source of confusion internationally, even among health workers. The vastness and enormity of the discipline makes it very difficult to simplify. Whilst attempts are made below to explain the concept, it is by no means complete and readers are referred to relevant textbooks for in-depth understanding there-of.

Public health generally is a specialty that is most concerned with holistic approach to health care and services problems, attempting at all times to answer the scientific questions; what, who, where, when, why and how.

*What is the problem? [Is it an epidemic or improved reporting system?]*
*Who is affected? [Is the problem confined to a particular race, age, ethnic group?]*
*Where is the problem? [Is it a rural problem or a particular province with specific characteristics.]*
*Why are we having this problem?*

Classically a Public Health specialist addresses the question; “**but why**” problems exist in the health sector and how to solve them?

*E.g.*
*Why is the Infant Mortality Rate high in South Africa, Eastern Cape in particular?*
*Why is the mortality rate among the newly circumcised boys rising in Eastern Cape?*
*Why are diarrhoeal diseases common in rural areas of the Eastern Cape?*
*Why is hospital X always overspending on its budget?*

Most importantly, is the question “**How to solve all the above problems?**”

**Why MPH Programme**

**WSU VISION:**
The Faculty of Health Sciences endeavours to be a leading Faculty of Health Science in Africa, in Problem Based Learning (PBL), Community Based Education (CBE) and Community Partnerships in order to improve the Quality of Life of all the people served.

**WSU MPH PROGRAMME VISION**
A dynamic and growing MPH program that produces a cadre of quality public health oriented health professionals who can effectively deal with the health needs of the province; an MPH program that will give birth to other relevant Masters programs.
Faculty MISSION STATEMENT:
“Commitment to excellence and social responsiveness through the integration of community service into its learning programmes that involve teaching and research, with a special emphasis on sustainable rural development and in partnership with communities and service providers.”

EASTERN CAPE MISSION
“To provide and ensure accessible comprehensive integrated services in the Eastern Cape, emphasizing the primary health care approach utilizing and developing all resources to enable all its present and future generations to enjoy health and quality life.”

The Eastern Cape province is the second largest in the country. It is also the poorest province in South Africa. All available indicators are a reflection of the poverty state of this province, as will be observed from below.

Epidemiological Indicators:
The total population of EC is estimated at 6.37 million, 88% of which are Blacks
Diarrheal Diseases, Malnutrition, TB, Trauma and Accidents, are the commonest causes of morbidity.

Demographic Indicators:
The province is predominantly rural with very poor infrastructure, a legacy of the past homelands (Transkei & Ciskei)
Demographic pyramids are typical of an under developed community with children dominance.
Both fertility and mortality rates are quite high

Migration:
A fairly mobile population
Emigration to other economically better off provinces and countries is widespread.
In-migration from rural to urban areas is also prominent

Socio-Economic Indicators:
These are all the worst in EC

The above brief description of the current situation in EC, confirms beyond any reasonable doubt the stated poverty status of the Eastern Cape. It also and more importantly, confirms the priority needs of the province can be most efficiently and effectively met through public health interventions or strategies, delivered by appropriately trained health workers.

There are very few appropriately trained staff in the province to effectively deal with the prevailing challenges. The current health care service delivery strategy is hospicentric, expensive and not as effective in addressing the priority needs. All the above brief explanation conclusively point to an urgent need for the training of a cadre of health workers in Eastern Cape, who will be sufficiently equipped to answer the questions of “but why”, in Eastern Cape. Importantly again is the production of a cadre of health workers who will come with appropriate intervention strategies in order to improve the quality of life of all communities in Eastern Cape.

It is within this context, that a need was identified for the development of a Public Health program in Eastern Cape.
Aim of the MPH Programme:
This programme is designed to provide postgraduate training in Public Health to all those, whose work impacts on public health. It aims to prepare such professionals to draw on the knowledge and skills from a variety of disciplines to be able to identify, critically assess and resolve public health problems.

Programme objectives
1. To train relevant health professionals to assume leadership roles in the planning, delivery, management and evaluation of health services, with particular emphasis on public health services.
2. To train these workers in identifying, prioritizing, investigating and designing appropriate cost-effective intervention programme to a public health problem.
3. To assist and equip learners with appropriate skills for them to be able to assist and support policy-makers in the Department of Health in identifying, implementing, monitoring and evaluating appropriate health policies and legislations.

MODE OF DELIVERY

Educational approach
The educational approach will have the following characteristics:
All courses will be offered in a modular form. Modularisation of the course is to facilitate vertical and horizontal mobility as well as user-friendliness of the course. Each module will be examined and needs to be passed separately.

The programme consists of Core/compulsory modules and Elective modules.

Facilitation of each module will cover both theoretical and practical aspects of the course material.

All modules will be prepared and facilitators drawn from academic, research environment, service organisations and communities.
Each learner will be allocated a mentor for the period of study whose purpose shall be to:
- Assist the learner in selecting the most appropriate optimal package of modules.
- Supervise and guide the student with the Research project.
- Facilitate integration and implementation of skills, learning and expertise gained, into the student’s work.

Registered candidates will, for now, complete the requirements of the degree on part-time basis.
Total Credits for the course is 180
The course will comprise of **Core modules with total of 90 credits each, a Thesis (60 credits)** prepared from an original self-initiated and supervised research work in the Public Health field, and **3 Electives (30 credits)**.

Core/Compulsory modules will be composed of seven modules, and the 3 elective modules will be chosen by the student according to his/her interests.

The mode of delivery will be through **structured contact periods** in the form of classroom-based blocks of course units in the Faculty of Health Sciences at WSU and/or designated.
Centres of the Eastern Cape Academic Health Complex (Complex). These contact periods will also be substantially augmented, by supervised practice-based learning in selected public health service centres within the Complex.

**NB: Attendance to these contact sessions is compulsory.**

Each course Unit and the Thesis will earn the student a certain amount of credits. The learning methods to be employed will include the following:

- Problem-based and problem-solving tutorials in real public health situations
- Active student directed learning
- Expert resource sessions
- Journal Club sessions
- Research meetings
- Visits to service centres relevant to the programme objectives

**Admission and selection**

Preference for admission to the programme will be given to applicants with:

- Clearly identified career goals that are consistent with the anticipated training
- A strong academic record and academic preparation
- Impressive references that state the potential for success as a Public Health professional

Such applicants will have to be in possession of a **minimum entry tertiary level credit of 480 credits.** Applicants will be drawn from, but not limited to the following groups:

- Graduates of doctoral professions such as Medicine, Dentistry, Veterinary medicine
- Baccalaureate or post-Baccalaureate graduates in such field as Nursing, Engineering, Law graduates etc
- Graduates from Natural or Social Sciences

The nature and content of the degree will be required to be suitable as a preparation for postgraduate studies in Public Health. Consideration will be given to academic merit, prior work experience, future career plans, employer support, commitment to public health and the need to address representativity. It will be considered an advantage for a candidate to be employed in a public health field and to have at least two years’ experience in such employment.

Applicants who satisfy the above conditions shall be subject to competition for selection.

**Recognition of credits gained prior to registration for the MPH degree:**

With the approval of the Board, a candidate may be exempted from and given credit for (a) modules which form part of the coursework requirements of the Master of Public Health degree and which have been previously passed by the candidate whilst registered for non-degree purposes or for another qualification

(b) Modules forming part of the coursework requirements of the Master of Public Health degree, passed by the candidate whilst registered for the degree MPH degree at another credited institution.
PROGRAMME OUTCOMES

Learning outcomes

On completion of the Programme the graduate should be able to:
1. Play a leadership role in health services planning and management
2. Identify, investigate and draw correct conclusions on public health problems and needs.
3. Develop appropriate cost-effective intervention programme to any public health matter.
4. Design, implement, monitor and evaluate comprehensive, integrated, community participatory public health programmes that are able to meet the public health needs of the communities effectively and efficiently.
5. Formulate, assist in implementation, monitor and evaluate health policies and legislations
6. Develop a specialist expertise in at least one major area within the field of public health.

Summary of Courses

<table>
<thead>
<tr>
<th>QUALIFICATION / COURSES</th>
<th>CODES</th>
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</thead>
<tbody>
<tr>
<td>Master of Public Health (MPHE) - 2 Years</td>
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<tr>
<td>Core Modules</td>
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<tr>
<td>Health Measurements I</td>
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<td>Health Measurements II</td>
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<tr>
<td>Health Systems Management I</td>
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<tr>
<td>Health Systems Management II</td>
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</tr>
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<td>Primary Health Care I</td>
<td>PHC 5001</td>
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<tr>
<td>Primary Health Care II</td>
<td>PHC 5002</td>
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<tr>
<td>Health Information System I</td>
<td>HIS 5001</td>
<td>07</td>
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<tr>
<td>Health Information System II</td>
<td>HIS 5002</td>
<td>08</td>
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<tr>
<td>Occupational and Environmental Health</td>
<td>OEH 5001</td>
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<tr>
<td>Disease Control</td>
<td>DIS 5001</td>
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<tr>
<td>Research Project</td>
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<td>Health Promotion I</td>
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<td>Health Promotion II</td>
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<td>10</td>
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<td>(220)</td>
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</tbody>
</table>

ELECTIVES
(Student-driven and non-exclusive)
(Any three Electives)
| Applied Epidemiology                                       | AEP 5003| 20      |
| Advanced Demography                                        | ADM 5004| 20      |
| Maternal, Child & Environmental Health                     | MCE 5006| 20      |
| Advanced Occupational & Environmental Health               | AOE 5007| 20      |
| Medical Sociology and Anthropology                         | MSA 5008| 20      |
| Research Methodology                                       | MET 5009| 20      |
| Urbanization and Health                                    | URB 5010| 20      |
| Monitoring and Evaluation                                  | MOE 5011| 20      |
| Health Law                                                 | HEL 5012| 20      |
|                                                           |         | (60)    |
|                                                           |         | [280]   |
**Research Thesis**
Each student will be required to conduct and report on a self-initiated, original scientific report or intervention study. The work should be of publishable standard; the subject of which should fall within the scope of Public Health. Original data collection or analysis of secondary data will be acceptable. This will be submitted as a mini dissertation following the University guidelines on theses report-writing.

**Teaching and Learning Methods**
Compulsory resource lectures, self-directed learning, tutorials, seminars, individual and group projects, work visits. Attendance to lectures is compulsory.

**Assessment**
Both formative and summative assessment methods will be used. Each course-work module will be concluded by a formal examination. A minimum pass mark of 50% is required. The research work will be assessed based exclusively on a presented thesis which will be externally examined. Oral defence of thesis may form part of the assessment.

**MASTER OF MEDICINE (M MED)**

**Introduction**
Postgraduate Registrar Training Programme in Clinical Medicine began in 2001 after the formal approval at relevant levels of University, viz Faculty Board, Facex and Senate. The South African Qualification Authority also approved the M Med as a postgraduate degree programme.

Earlier in August 2000, the Health Professions Council of South Africa (HPCSA) conducted accreditation visits to the University and the Teaching Hospitals Complexes of Mthatha, East London, and Port Elizabeth and approved for postgraduate training in specific discipline, for the award of the Fellowship Qualification of the Colleges of Medicine of South Africa and registrable with HPCSA as specialist qualifications. At the first re accreditation visit in 2004, the panel inspected and approved Fort England Psychiatry Hospital in Grahamstown for accreditation and training of Registrars in Psychiatry.

The M Med Curriculum is similar in content to the Fellowship Syllabuses of the Colleges of Medicine of South Africa. The overall objective is to produce skilled Medical Specialists in clinical disciplines with the capability to pursue academic career.

The disciplines accredited to date by HPSCA for the award of the Colleges of Medicine Fellowships are:
- Anaesthesiology
- Cardiothoracic Surgery
- Critical Care
- Dermatology
- Diagnostic Radiology
- Family Medicine
- Internal Medicine
- Neurosurgery
- Obstetrics and Gynaecology
- Ophthalmology
- Orthopaedic Surgery
Otorhinolaryngology
Paediatric Surgery
Paediatrics
Plastic and Reconstructive Surgery
Psychiatry
Radiation Oncology
Urology

However, Paediatrics Surgery, Cardiothoracic Surgery, Radiation Oncology, Critical Care and Anaesthesia have not yet been approved by the University for the award of M Med and Registrars are registered either in related disciplines of Medicine or Surgery.

M Med Family Medicine has been approved by the University and recently approved by HPCSA as a specialist qualification.

HPCSA did not approve automatic recognition of M Med degree only for specialist registration. Therefore, prior to the award of M Med, postgraduate students must pass the Fellowship examinations of the Colleges of Medicine of South Africa.

**Admission**
A person may be admitted as a candidate for Master degree in Medicine (M Med) if he or she:

Meets the admission requirements as a postgraduate student of Walter Sisulu University.

Fulfills the registration requirements of the Health Professions Council of South Africa (HPCSA) as a Medical Practitioner (full/independent registration categories)

OR

Has passed MBChB or equivalent and at least 3 years of postgraduation.

OR

Has passed Part 1 examination of the Colleges of Medicine of South Africa or Part 1 M Med examination of another University in South Africa.

OR

Has passed Part II examination of the Colleges of Medicine of South Africa or Part II M Med examination of another University in South Africa.

**Registration**
A person who has been offered admission to the M Med programme and for training for the fellowship examinations of the Colleges of Medicine of South Africa must register every year at the beginning of the Session or at any other time of the year by special permission of the Registrar.
### Summary of Courses

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</table>

**Content**

Each department has a structured programme relevant to the discipline and obtainable in the Postgraduate Office at the Faculty of Health Sciences at Walter Sisulu University, Mthatha Campus.

**Examinations**

- The candidate must pass the relevant fellowship examination of the Colleges of Medicine of South Africa for that discipline.

- The candidate should obtain at least 50% for the mini-dissertation from at least one external examiner.
**Dissertation Structure/Content**
A dissertation must be typed in double spacing and be stoutly bound. The title page of the dissertation must bear the following inscription:

- Full title of dissertation
- Full name of candidate
- "Submitted in partial fulfilment of the requirements of the degree of Master of Medicine in .......... (name of discipline) at the Walter Sisulu University.
- Names of Supervisors
- Name of Academic Head of Department
- Date Submitted

For full detail, consult the University General Prospectus.

**Award of M Med**
A person who wishes to be considered for award of the M Med degree must submit a written application on a prescribed form to the Registrar having fulfilled the admission requirement.

**SCHOOL OF ALLIED HEALTH PROFESSIONS**

**DEPARTMENT OF HEALTH PROMOTION**

**BACHELOR OF SCIENCE IN HEALTH PROMOTION**

**Purpose of the Programme**
The programme prepares individuals in attaining scientific knowledge of empowering people to have ability of having control over and improve their health. The graduating student should be able to:

- Involve population as a whole in promoting health, rather than focusing on people at risk of specific disease
- Target individuals, groups and communities in prevention of diseases affecting them, focusing mainly on behavioural and environmental adaptation
- Work with people to assess community needs, plan, design, implement and evaluate health promotion programmes in the communities
- Integrate health promotion activities into Primary Health Care
- Empower communities to enhance community development and promote health through advocacy, mediation and enablement
- Promote health and prevent diseases at a primary level, thereby reducing the cost of treatment of diseases at secondary and tertiary levels
- Facilitate health promotion programmes towards action on the causes or determinants of health to ensure that the total environment which is beyond the control of individuals is conducive to health
- Combine diverse but complementary methods and approaches including communication, education, legislation, fiscal measures, organizational change, community development and spontaneous local activities against health hazards
- Aim at effective public participation supporting the principle of self-help movements and encouraging the people to find their own ways of managing the health of their community
- Work in partnership with relevant stakeholders across many professions and sectors,
government, non-governmental organisations for the attainment of better health for all
- Empower people to gain understanding and control over personal, social, community, economic and political forces in order to take action and improve their life situation

The course embraces Social Accountability as an underlying philosophy. Health promotion programme is embedded into the community through its practical component.

**Delivery Mode: Full-time contact**
The programme will be delivered in a format that will be accessible to full-time students. It will be in the form of lectures, seminars, tutorials, practical sessions and self-directed learning.

**Course entry requirements / prerequisites**

**National Senior Certificate (NSC)**

**Compulsory Subjects**
- 4(50-59%) in English at First Additional language level
- 4(50-59%) in isiXhosa or any home language
- 3(40-49%) in Maths or Mathematical Literacy
- 4(50-59%) in Life Sciences
- 4(50-59%) in Life Orientation

**Not Compulsory Subjects (but advantageous)**
- 4(50-59%) in Physical Science
- 4(50-59%) in Agricultural Science

Minimum statutory NSC requirements for degree entry should be met and all candidates subjected to the selection process

**Matriculation Requirements**
Matriculation Exemption with the following subjects:
- English E (HG) or D (SG)
- Biology (E) (HG) or D (SG)
- Applicable mathematics is desirable
- Person above age 23 years with Senior Certificate and Conditional Exemption from SAHE (South African Higher Education).
- Failure to obtain Mature Age Exemption (MAE) will disqualify student from registration.
- Diploma in Health Promotion or Health Education.
- Relevant Professional Certificates.

**Recognition of Prior Learning**
Applicants with diploma in Health Promotion qualifications from recognized institutions are considered after selection and interviews. Credits of some modules are granted after proper assessments with relevant departments and examination department, applicants are allowed to commence at second year level.

**Attendance – Theory and Practical**
Students are advised to attend all scheduled lectures, tutorials, practical sessions and seminars. All the theoretical and practical sessions are compulsory.
Duration of the Course
Three (3) years, full time.

Admission/Selection Procedure
- A selected number of candidates will be short-listed for an interview, after which, recommendations for final selection for admission will be made.
- The closing date for applications will be 31 October. However, late applications will be considered under certain circumstances.

Orientation
All students are expected to attend the Faculty Orientation Programme.

Declaration
All students are expected to attend the Declaration Ceremony.

Registration
Students not fully registered with the University should not attend lecturers, practical and tutorials. Also, they should not write tests and examinations. The department facilitated the establishment of Health Promotion Professionals Association of South Africa (HPPASA). The faculty is in the process of registering health promotion practitioners and students with HPCSA.

Course Organisation
The course is designed to develop appropriate knowledge and skills in the principles and the process of planning, implementing and evaluating health promotion programmes in various settings including the community, school, workplace and correctional services. Studies are in health promotion, primary health care, public health, nutrition, human biology, behavioural sciences, communication, epidemiology and biostatistics. Professional practice and research project studies are part of the course.

Summary of courses (New Curriculum Structure)

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<th>BACHELOR OF SCIENCE IN HEALTH PROMOTION</th>
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<td>Introduction to Public Administration</td>
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### ASSESSMENT

**Integrated Assessment**

Integrate assessment on both formative and summative assessments. Emphasis is on assessing students on theory, supervised research through oral presentations, role plays, assignments, tests, supervised practical and final examinations. Continuous assessment of health promotion students at all three levels are expected to write tests, submit assignments as required by the department.

**Computation of Marks**

- Formative assessment contributes 60% of the final mark
  - 20% Tests

**HEALTH SCIENCES** 98
• 10% Oral presentations / role plays
• 10% Assignments
• 20% Practical (in the community)

**Summative assessment contributes 40% of the final mark**
• 40% Final examinations (60% theory and 40% practical)

**Practical Assessment**

Continuous assessment of practical work will be done by circulating lecturers providing theory and health promotion practitioners as supervisors in the districts. Fifty (50%) of the formative assessment will be related to practical work calculated as above: 10% Oral presentation and 20% practical (in the community).

Forty (40%) of final examination of the second semester of the year will constitute objective structural practical examination (OSPE). OSPE will be in the form of behavioural modification role plays. These role plays will represent health promotion programmes that were planned, developed, implemented, and evaluated practically in the communities working with groups in the field sites.

**Assessments/Tests & Examination**

• Assessment will be formative and summative. Any candidate who without a valid reason with proof and/or without the permission of the Head of Department, fails to present him/herself to a class test, practical, assessment will fail such test.

• Any candidate who does not turn up for the examination without knowledge from the Dean or Head of Department will fail the examination unless there is valid reason with proof of absence for the examination.

**Weighting of marks**
To enter into an examination a student should have obtained 40% and above.

**Computation of Marks**

• All marks shall be expressed as percentages. The assessment programme, its format as well as test dates shall be communicated to the candidates timeously throughout the year. The year semester mark is the arithmetic mean of the marks obtained in written, oral or practical assessments.

• The combined mark (final mark) in a prescribed course shall be computed from the year mark obtained throughout the course.

• Unless the rules for a degree, diploma, or certificate provide otherwise, a candidate who fails to obtain a pass in a prescribed course, but obtains a combined mark of not less than forty five percent (45%) in it, may be permitted by Senate to present himself for supplementary examination.

• To qualify for a Degree, the student must have obtained 360 credits.

**Supplementary Examination**

◊ A student who obtains 45-48% from a combined continuous assessment and examination mark will be required to write a supplementary examination. Notwithstanding the General Rules and Regulations of the University.

◊ A student who obtains 50% and above from a combined semester and examination mark,
but obtains less than 40% in any one paper will be regarded as having failed and have obtained a sub-minimum mark, and will repeat the course.

**Unsuccessful Candidates**
A student who fails any of the core modules will not proceed to the next level of study. A first year level student must have passed all core modules to proceed to second year.
To proceed to the third year level of study, a second year student must have passed all core modules, fundamentals and electives for first year and second year.

**OLD CURRICULUM STRUCTURE**

**BACHELOR OF SCIENCE IN HEALTH PROMOTION**

**Summary of Courses**

<table>
<thead>
<tr>
<th>Year 3 Semester 1</th>
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</thead>
<tbody>
<tr>
<td>Health Promotion III</td>
<td>HEP 3101</td>
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<tr>
<td>Primary Health Care III</td>
<td>PHC 3101</td>
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<tr>
<td>Public Administration</td>
<td>PAD 1101</td>
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<tr>
<td>Research Project</td>
<td>REP 3001</td>
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<table>
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<tr>
<th>Year 3 Semester 2</th>
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<tr>
<td>Health Promotion III</td>
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<tr>
<td>Primary Health Care III</td>
<td>PHC 3201</td>
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</tr>
<tr>
<td>Public Administration</td>
<td>PAD 1201</td>
<td>16</td>
</tr>
</tbody>
</table>

(128)

**Assessments/Tests & Examination**
- Assessment will be formative and summative. Any candidate who without a valid reason with proof and/or without the permission of the Head of Department, fails to present him/herself to a class test, practical, assessment will fail such test.
- Any candidate who does not turn up for the examination without knowledge from the Dean or Head of Department will fail the examination unless there is valid reason with proof of absence for the examination.

**Weighting of marks**
To enter into an examination a student should have obtained 40% and above.

**Computation of Marks**
- All marks shall be expressed as percentages. The assessment programme, its format as well as test dates shall be communicated to the candidates timeously throughout the year.
The year semester mark is the arithmetic mean of the marks obtained in written, oral or practical assessments.
- The combined mark (final mark) in a prescribed course shall be computed from the year mark obtained throughout the course.
- Unless the rules for a degree, diploma, or certificate provide otherwise, a candidate who fails to obtain a pass in a prescribed course, but obtains a combined mark of not less than forty five percent (45%) in it, may be permitted by Senate to present himself for supplementary examination.
- To qualify for a Degree, the student must have obtained 360 credits.
Supplementary Examination

◊ A student who obtains 45-48% from a combined continuous assessment and examination mark will be required to write a supplementary examination. Notwithstanding the General Rules and Regulations of the University.

◊ A student who obtains 50% and above from a combined semester and examination mark, but obtains less than 40% in any one paper will be regarded as having failed to obtain a sub minimum mark, and will repeat the course.

Unsuccessful Candidates

- A student who fails Primary Health Care (PHC) and / or Health Promotion (HP) and/or Research Theory, will not proceed to the next level of study.

- To proceed to the third year of study, a student must have passed Primary Health Care II, Health Promotion II and Research Theory

POSTGRADUATE DIPLOMA IN HEALTH PROMOTION

Entry Requirements

- Prior experience in relevant domains, (e.g. a degree in humanities, education and social work), recognised as credit bearing units in their formal study programme.

- A degree in Health Promotion

Duration of the Course

One year full-time, and 18 months part-time.

Registration

Students not fully registered with the University should not attend lectures, seminars and practical. Also they should not write tests and examinations.

Summary of Courses

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CODES</th>
<th>CREDITS</th>
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<tr>
<td>Core Modules</td>
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<tr>
<td>Epidemiology, Biostatistics, Research</td>
<td>EBR 4101</td>
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<tr>
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<td>CIH 4102</td>
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<tr>
<td>The Social Context of Health Promotion</td>
<td>SCH 4203</td>
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<td>The Psychological Basis of Health Promotion</td>
<td>PBH 4204</td>
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<td>Health Promotion Project</td>
<td>HPP 4205</td>
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<td>Health Promoting Schools</td>
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<td>Electives</td>
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<tr>
<td>Policy Development in Health Promotion</td>
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<td>OR</td>
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<tr>
<td>Physical Activity and Health</td>
<td>PAH 4103</td>
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Assessments/Tests/Examinations

Any candidate who without a valid reason with proof and or without the permission of the Head
of Department fails to present him/herself to a class test/assessment which he/she is required to write shall be deemed to have failed such test.

Any candidate who without the permission of the Dean, in consultation with the Head of Department fails to sit for an examination which she/he is permitted to write, shall be deemed to have failed the examination, unless there is a valid reason with proof for failure to present him/herself duly for the examination.

Supplementary Examinations
Candidates who fail to obtain a pass in the prescribed course but obtained a combined mark of not less than 45% may be permitted by senate to present him/her for a supplementary examination. Final supplementary mark will be computed using combined year/semester mark and supplementary examination.

Articulation Possibilities
Candidates undertaking the Postgraduate Diploma may seek to upgrade to the Masters programme upon completion of the Postgraduate Programme. Standing may be granted, upon application, for the completed course work. Applicants will not normally be permitted to undertake the Masters Dissertation option unless they achieve at least a credit standard in the Health Promotion Research Project.

MASTER OF SCIENCE IN HEALTH PROMOTION

Entry Requirements
Applicants should hold a Postgraduate Diploma in Health Promotion or a degree in humanities, education or social work at honours level.

Duration of the Course
2 Years for applicants without a health related degree
1 Year for applicants with a Post Graduate Diploma in Health Promotion

Summary of Courses

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CODES</th>
<th>CREDITS</th>
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</thead>
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<tr>
<td>Methods and Strategies in Health Promotion</td>
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<tr>
<td>Epidemiology, Biostatistics and Research</td>
<td>EBR 5101</td>
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<tr>
<td>Contemporary Issues in Health Promotion</td>
<td>CIH 5102</td>
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<td>The Social Context of Health Promotion</td>
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<td>The Psychological Basis of Health Promotion</td>
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<td>Health Promotion Project Research</td>
<td>HPP 5005</td>
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<td>Any three Elective Modules</td>
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(240)
ELECTIVE MODULES

| Health Promotion in the Community | HPC 5208 | 16 |
| Health Promotion in the Work Place | HPW 5209 | 16 |
| Health Promotion in Service Settings | HPS 5210 | 16 |
| Policy Development in Health Promotion | PDH 5206 | 16 |
| Physical Activity and Health | PAH 5212 | 16 |

Students who possess the Postgraduate Diploma in Health Promotion will be credited for the courses they did in that course.
An elective module will only be offered provided the majority of students wish to register for it.

DOCTOR OF PHILOSOPHY IN HEALTH SCIENCES (HEALTH PROMOTION)

Delivery mode
The programme is offered in format of accessible to full-time and part-time students. Research in a topic of interest under supervision of a relevant professor

Duration
Three years full-time
Four years part-time

Summary of courses

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CODES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>HSC 6000</td>
<td>360</td>
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</table>

Assessment
Thesis will be evaluated by internal and external examiners according to general university rules.

Exit level
Doctor of philosophy in Health Sciences

DEPARTMENT OF SOCIAL WORK

BACHELOR OF SOCIAL WORK

1. INTRODUCTION.
The Department of Social work within the Faculty of Social Sciences has gradually increased its student numbers from 2008 in 2005 to 519 students in 2009.

The transitional stage of moving towards module system within the Department is complete and the Social work Department has also succeeded in the implementation of the Bachelor of Social work (BSW) as required by the South African Council for Social Service Profession (SACSSP) . The social work profession is becoming popular because of job opportunities . The Department of Social work has been instrumental in assuring that the social work graduates are
guaranteed jobs immediately after the completion of their studies.

Limited scholarships are being provided by the National Social Development in Pretoria, along with bursaries that are offered by the Eastern Cape Province in Bisho.

The social work programme in WSU attempts to provide quality career-oriented modules that address advanced innovative and technological skills appropriate to a newly established developmental University.

Candidates who wish to apply for the programme are to submit their applications to WSU student Admissions not later than October of each calendar year. Qualifications required for admission to the programme is matric exemption. Those applicants who are eligible for admission to the social work programme are referred by Student Admissions office to the Department of Social work for assessment.

At the beginning of the year, candidates whose qualification warrants to be assessed for the social work programme are required to write a short pre-assessment test followed by an oral interview. The idea of undergoing an assessment test is to identify candidates who have the potential and are suitable for the social work profession. Admitted candidates in the University but fail the pre-assessment test are referred to other disciplines within the same University for admission and registration.

N/B Registered students can apply for scholarship/bursary funding from the National Social development in Pretoria and from the Eastern Cape Province in Bisho respectively.

2. MISSION STATEMENT
The Department of Social work endeavours to provide courses that will enable a student to accumulate knowledge and the skills in poverty reduction strategies, community work and social development, project management, casework, group-work, family therapy, industrial social work research and other related fields such as sociology, psychology and criminology. Students will therefore be required to integrate accumulated theoretical knowledge to the practice of social work. One of the priorities of acquired knowledge and skills in the four-year degree training programme is to help communities foster self-help for social development.

3. AIM
The Department of social work aims at offering social work courses in undergraduate studies (BSW), Masters degree in Social work (MSW) PHD studies, post-graduate programmes, Auxiliary Social work training and relevant short courses in social work.

4. VISION
The Department of social work envisages to form linkages and partnerships with the local Municipalities, Social welfare Agencies, Provinces, National and International bodies. The purpose of such linkages is to enable a working relationship towards research development, capacity building, and exchange of ideas in programme initiatives for the benefit of the disadvantaged communities in the region. In relating with these bodies will not only highlight the Department of Social work but will also enhance the existence of a newly established Walter Sisulu University.
5. **PROGRAMME QUALIFICATION.**

The name of the programme is Bachelor of Social work (BSW). It is a professional discipline offering a range of services to individuals, families, groups and communities in a range of statutory and voluntary settings. The profession is guided and directed by its Council, namely, the South African Council for Social Service Profession (SACSSP). The Council requires students to register at the second year level of their studies. Students are also required to major either in sociology, psychology or criminology at the third level of their studies. They are also expected to pass their examinations with a 50% pass at all levels of their study.

**Entry Requirements**

Students who wish to be admitted to the social work programme are expected to have passed matric with exemption, or conditional exemption. Should a candidate be over the age of 23 years without an exemption, but in the possession of a senior certificate, a candidate can be eligible to be admitted to the social work programme under the conditions of applying for a mature age exemption. However all candidates are to undergo an entry assessment test followed by an oral interview before they can be registered for the social work programme.

**National Senior Certificate (NSC)**

**Compulsory Subjects**

4(50-59%) in English at Home Language or First Additional level
4(50-59%) in isiXhosa or any other Additional languages
4(50-59%) in Life Orientation
4(50-59%) in Life Sciences
3(40-49%) in Physical Science

**Not Compulsory Subjects**

3(40-49%) in Mathematical Literacy

**Duration of Course**

The programme extends over a period of 4 years.

**Delivery Mode**

Students are required to do theory and practical work in the class-room and also in the field (Social welfare agencies) respectively. In level 1 students are to visit Social Welfare agencies for purposes of understanding the infra-structure, administration, professional functioning and activities of the agencies in a variety of settings and services.

In level two (11) students are engaged in agency observation for a period of three weeks. At third (3) year level students are expected to engage directly and professionally with clients with alternative class-room theory and field work practice twice a week. At fourth (4) year level, students are placed in Social Welfare agencies for a period of 5 months under the supervision of qualified, and experienced social workers. Placement is designed to help them work directly with clients and communities and also engage themselves in research in preparation for a 52 page Dissertation.

**Registration**

Students are expected to register with the South African Council for social service profession (SACSSA) at the 2nd year level study of the Social Work programme as student social workers.
CRITICAL OUTCOMES
Candidates must have knowledge and the skills that will enable them to be employed in both public and private sectors such as local Municipalities, the Department of Social development both Provincially and National, in Hospital and clinical settings, NGO’s, NPO’s CBO’s, industries and other related settings in need of social workers.

EXIT LEVELS OUTCOME
On completion of the study, students must have completed four years of study which requires 510 credits in order to graduate for the degree of Bachelor of Social work (BSW).

DESCRIPTION OF MODULES FOR THE SOCIAL WORK PROGRAMME

LEVEL 1

1st SEMESTER

SOW 1106: INDIGENIZATION
In the above module on indigenization, the student is sensitized about the rural environment in which WSU is located. Students are therefore made to understand the contextual realities of the rural environment and the value system associated, among other imperatives with “UBUNTU” and the understanding of the value system which underpin the content of the module on the indigenization. Thus, the value base and the principles of the social work are taught against this background of indigenization.

SOW1103: THE DEVELOPMENT OF SOCIAL WORK & SOCIAL WELFARE IN SOUTH AFRICA
In the above module on the Development of Social Work and Social Welfare in South Africa highlights the historical development of the social work profession in South Africa as it relates to its evolution. The historical background of the social work profession is necessary for students to understand that the profession started in Europe, then to the United States of America and in South Africa. The module further explains developmental approach to social welfare as proposed by the current government in power with the implementation of its policies and programme on course. (White Paper, 1998).

SOW 1001: FIELD-WORK (YEARLY MODULE)
The above module in field-work introduces students to social welfare organizations situated around Mthatha. It focuses on giving students information about infrastructure, functioning, administration and daily activities of the organization, including the kind of delivery services offered by the organization and the role that is played by social workers in each welfare organization.

2nd SEMESTER

SOW 1201: INTRODUCTION TO SOCIAL WORK THEORY, PRACTICE, CODE OF CONDUCT AND ETHICS
The above module introduces the student with fundamental theories, methods and the generic scope of the social work programme and its association to related disciplines such as sociology, psychology, criminology and mental health. The module also addresses the principles conduct
and ethics that underpin the practice of social work.

**SOHSC 1206: SOCIAL WORK IN HEALTH SCIENCES**  
The module addresses the impact of HIV-AIDS and related problems with individual and their families. It also highlights socio-economic and health factors that impact upon the health of the individuals and their families and the role that can be played by a social worker in dealing with problems of HIV-AIDS endemic.

**LEVEL 2**

**1st SEMESTER**

**SOW 2101: INDIGENIZATION**  
The above module on indigenization addresses community problems of rural and traditional societies and the role that can be played by social work to instil the values in self-help.

**SOW 2102 : FAMILY THEORY**  
The above module on family therapy addresses conceptual framework on the structure and preservation of families and how these families function within and also in the outer environment. The different types of families, the nature, the structural approach, characteristics and their strengths and weaknesses are also highlighted.

**SWL 111: SOCIAL WELFARE LAW**  
The module introduces students to Social Welfare policies and procedures pertaining to socio-legal issues of the social work profession. It focuses on the role to be played by Social workers in Children’s Court procedures, the presentation of Court reports relating to the protection of children and related family affairs.

**2nd SEMESTER**

**SOW 2209: COMMUNITY WORK AND SOCIAL DEVELOPMENT**  
The above module embraces the principles of community work and social development and the role that can be played by social workers in organizing and empowering the communities to develop their communities through self-help for their own survival.

**SOW 2208: GROUP-WORK**  
The above module addresses the theoretical framework of group process which will be useful in the practice of social work. The module highlights ethical and professional guidelines for group leaders, group processes involving the various stages of the group process and a professional way of ending the group.

**SOW 2002: FIELD-WORK (YEARLY MODULE)**  
The above field-work module is a practical model which places students on a three-week block placement in a social welfare agency. The module requires students to observe the practical basic models of casework, group work, family community work and social administration in the professional context. Thereafter the student is required to submit a report that will be presented in a class room setting.
LEVEL THREE

1st SEMESTER

SOW 3101: SPECIALISED FIELDS IN SOCIAL WORK
At this level students are exposed to realities of existing problems that are multi-purpose and diversified. The involvement of social work in specialized fields is an attempt to comprehend the accumulated knowledge on an advanced level with the purpose of fine tuning acquired knowledge base. These specialized fields are industrial social work, legal social work, medical social work and psychiatric social work.

SOW 3110: SOCIAL WORK RESEARCH
The module above enables the students to acquire knowledge in research methodology and competence in research practice. The module therefore prepares the student to conduct empirical research and also to help the student apply theoretical methods of research to practical realities in the field.

SOW 3003: FIELD-WORK (YEARLY MODULE)
The above is a practical module designed to place students in local agencies around Mthatha to enable concurrent agency placement with class attendance on a weekly bases. Students are exposed to field-work experience twice during the week. The latter arrangements is designed to allow students to have the opportunity to integrate theory to practice. Students role in the agency is to handle clients directly utilizing social work models as senior student practitioners.

2nd SEMESTER

SOW 3213: SOCIAL WORK POLICY AND ADMINISTRATION
The above module highlights social work policies as they impact upon the daily practice of social work. Students are equipped with the application of these social policies at National Provincial and at local Municipalities. The module also introduces principles and methods of administrative functioning, involving activities of planning, organizing, controlling, managing and decision making processes which are to be applied democratically.

SOW 3212: DEVELOPMENTAL SOCIAL WORK: POVERTY REDUCTION STRATEGIES
Developmental approach is addressed to students as an attempt to teach them strategies of combating poverty in the disadvantaged communities. Students are therefore equipped with knowledge and the skills to handle problems in the community at micro and macro levels utilizing a holistic approach to fight poverty.

LEVEL 4

YEARLY MODULES FOR SOCIAL WORK IV

SOW 4004: FIELD PRACTICUM
Students are placed in Welfare agencies throughout South Africa on a full-time bases for a period of 5 months. They are expected to compile and submit an intermediate report within three (3) months. On completion of their practicals they are expected to bring daily diary, agency final report and an evaluation report from the agency supervisor. They are also expected to collect data in the agency for research purposes. On their return from the agency they are to be
supervised on the writing of a 52 page dissertation as partial fulfilment of the final year study.

**SOW 4002: DISSERTATION (RESEARCH PROPOSAL)**
University supervisors visit students in their respective agencies for purposes of supervising the students in selecting a topic and also in designing a proposal in preparation for a dissertation. They are also examined during the visit to examine how they have been able to link theory to the practice in the various models of social work including guidance of data collection for the Dissertation.

**SOW 4003: DISSERTATION**
Students are required to conduct empirical research in relation to the student block placement of 5 months. They are expected to compile a dissertation which is to be externalized.

**SOW 4204: PROJECT DEVELOPMENT AND MANAGEMENT**
The above module equips the student with the necessary knowledge and the skills that will help the student manage and administer community projects. The content of the module include social development paradigm, business skills, formation of Boards, committees and multi-disciplinary approaches to rural development.

### Summary of Courses

<table>
<thead>
<tr>
<th>QUALIFICATION/COURSES</th>
<th>CODES</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td><strong>BACHELOR OF SOCIAL WORK (BSW)</strong></td>
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<td><strong>First Year - 1st Semester</strong></td>
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<tr>
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<td>ELS 1105</td>
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<td>Development of Social Work and Social Welfare in South Africa</td>
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<td>Indigenization</td>
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<td>Field Work (Year Module)</td>
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<td>Electives:</td>
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<tr>
<td>Psychology I (Understanding Human Behaviour)</td>
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<td>Psychology I (Normal Pathological Human Behaviour)</td>
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<td>Sociology I (Introduction to Sociological Perspective &amp; Social Institution)</td>
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<td>Criminology I (Introduction to South African Criminal Justice System)</td>
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<td>Social Work in Health Sciences</td>
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<td>Introduction to Social Work Theory, Practice &amp; Code of Conduct &amp; Ethics</td>
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<td>Psychology I (Determinants of Human Behaviour)</td>
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<td>Sociology I (Population &amp; Rural-Urban Development)</td>
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<td>Family Theory</td>
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<td>Criminology II (Victimology)</td>
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<td><strong>Second Year - 2nd Semester</strong></td>
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<td>Community Work &amp; Development in South Africa</td>
<td>SOW 2209</td>
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<td>Group Work</td>
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<td>Specialized Fields in Social Work</td>
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<td>Social Work Research</td>
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<td>Social Work Policy &amp; Administration</td>
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<td>Developmental Social Work: Poverty Reduction</td>
<td>SOW 3212</td>
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<tr>
<td>Electives: Choose one Elective of the same discipline as in 1st Semester</td>
<td>PSY 3213</td>
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<tr>
<td>Psychology</td>
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<tr>
<td>(Community Psychology &amp; Primary Care)</td>
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<tr>
<td>Sociology (Continue Project for Social Science)</td>
<td>SOC 3002</td>
<td>24</td>
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<tr>
<td>Criminology (Priority Crime Issues)</td>
<td>CRY 3202</td>
<td>12</td>
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<td><strong>Fourth Year</strong></td>
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<td>Field Work</td>
<td>SOW 4004</td>
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<tr>
<td>Dissertation (Research Proposal)</td>
<td>SOW 4002</td>
<td>32</td>
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<tr>
<td>Dissertation</td>
<td>SOW 4003</td>
<td>32</td>
</tr>
<tr>
<td>Project Development &amp; Management</td>
<td>SOW 4204</td>
<td>30</td>
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</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Integrated Assessment
Emphasis is on assessing students in theory, field-work and supervised research through oral presentations, role plays, assignments, tests and examinations. The third year level and fourth (4) year levels are externalized.

Assessment/Test and Examination
Continuous assessment of social work students at all levels are expected to write tests, submit assignments as required by the departments. All students at all levels will also be expected to do class presentations in both field work practical and theory. Social work of students will be placed in various social welfare agencies throughout South Africa for a period of five months starting from the 1st of March and ending on the 31st July of each year. During the five months placement students are expected to engage in agency practicals and research activities.

The following reports are required
- Mid-year report in May.
- On their return from the placement students are to submit the following reports:
  1. Final report on casework, group work and project development and management reports.
  2. Daily diary.
  3. Agency evaluation
  4. Report proposal designed for research

NB: Procedure Manual is designed by the Department of social work is given to each agency as guidelines for students. Practical required activities, students are required to identify a topic and collect data in preparation for compiling a 54 page dissertation as partial fulfilsment of the degree of the Bachelor of Social work (BSW) in the four year degree programme of social work.

Weighting and Computation of Marks
At all the levels of the social work programme, all students must obtain not less than 50% pass mark in each module. A student who obtains not less than 40% work in any module will qualify for a supplementary examination. If a student obtains a mark less than 39% in the final examination paper of a module will be deemed to have failed even if a combined mark is more than 50 % of the year mark with the examination mark is above 50% in any module. If a student fails to write a class presentations and reports in field work practical and theory or any reports highlighted above without valid written proof forwarded to HOD or and the Dean of the faculty will have failed the module concerned in both field work practice and including any of the above stated requirements. A student who is engaged in a Masters degree program (MSW) is expected to submit a research proposal which will be handed over to the Higher Degrees Committee of the Faculty. If recommended by the HDC it will be presented at the Faculty Board level and be ultimately approved by Senate. A Master student is required to present at least in three seminars. One presentation on a research proposal, the second presentation to be on any related topic to the Dissertation and the third to be a complete student Dissertation. Oral assessment may also be used at the discretion of the HOD. Two external examiners with credible research of good standing from other Schools of the Social Work will be required to assess student’s WSU Dissertation.

Supplementary Examinations
40-48%
Promotion to Next Level of Study

Level I
A student may proceed to level two (2) of study, provided a student has passed all social work I modules, including at least two (2) of the following electives – Psychology I, Sociology I and criminology I.

Level II
A student may proceed to level three of study, provided a student has passed all social work two (2) modules, including at least any two (2) of the following electives Psychology II, Sociology II & Criminology II.

Level III
All Social Work 3 students can proceed to level four provided the student has passed all Social Work modules and all elective modules at all levels of study.
No student will be allowed to go on placement at Level IV without having completed all Social Work modules and all Elective modules at all levels of study.

Exclusion on Academic Grounds
A student who fails a module for more than three times will be excluded from the programme on pre-academic grounds.

Requirements for Drop-Out Social Work Students
Social Work students who dropped out of the Social Work programme before the introduction of the new programme with the module system will have to start the Bachelor of Social Work programme from level one, including all Social Work modules and Electives.

Students who dropped out of the programme under the BSW programme at 3rd and 4th year level of study, will be allowed to start programme at the 3rd year level of study including the modules that were introduced after the BSW programme.

MASTERS IN SOCIAL WORK (MSW)

SOW 5008: MASTERS DEGREE IN SOCIAL WORK
The purpose of the Masters degree in social work is to enable professionally qualified and experienced social workers the opportunity to further develop their knowledge and the skills at an advanced and specialized level of study.

Entrance Qualification
Candidates must be in possession of a four-year degree course with at least two(2) years experience as a practitioner in the field. Candidate can also be admitted in the programme if the candidate is in possession of a three year social science undergraduate degree with honours degree, and at least, two years experience in a related organization.
A student with a four year degree course has to be registered with the (SACSSP).
The candidate is required to have obtained a 60% pass in his or her undergraduate programme. Exception to the rule requires admission of a candidate with a four-year undergraduate degree in social work who must have passed the degree with distinction in field work and theory.

Duration of the Programme
The programme will extend over a period of two (2) years full-time or and three(3) years part-
Delivery Note
The programme requires submission of a dissertation. It also requires the students to do field work for a period of 6 months under the supervision of a competent experienced and highly qualified social work practitioner.

Summary of Courses

<table>
<thead>
<tr>
<th>QUALIFICATION/COURSES</th>
<th>CODES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASTERS IN SOCIAL WORK (MSW)</td>
<td>SOW 5008</td>
<td>180</td>
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<tr>
<td>Dissertation</td>
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<td>(180)</td>
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BACHELOR OF SCIENCE IN ORTHOTICS AND PROSTHETICS

BSC (ORTHOTICS AND PROSTHETICS)

Purpose of the Programme
The programme prepares individuals in the technical aspects of orthopaedic rehabilitation to enable them take care of persons with disability. In brief, the graduating student should be able to:

- Participate as a full member of rehabilitation team
- Design prosthetic and orthotic devices
- Select the appropriate devices for given situations
- Take all casts and measurements required for proper fabrication and fitting
- Formulate prosthetics and orthotics design – including selection of material, components and additional aids.
- Fabricate prostheses and orthoses with or without help
- Carry out check-out of fit, function and cosmeses
- Educate the patient and family in the use and care of devices
- Maintain, repair and replace appliances
- Manage and supervise supporting staff
- Manage prosthetic and orthotic workshop
- Work with professional groups, governmental and non-governmental organizations.

Delivery Mode
This shall be a contact course. There shall be didactic lectures, small group tutorials, seminars, bedside teaching, patient presentations, and most importantly practical training in the workshop. The training manuals shall be developed using the World Health Organisation guidelines for training of personnel in developing countries for prosthetics and orthotics services (WHO 1990). The programme will utilize innovative methods of learning like cooperative learning (team learning in small groups), self-directed learning, and problem-based learning, community based-learning and service-learning. These learning methods and strategies should hopefully produce a life-long learner committed to the service of needy communities. This would be in line with the institution’s mission of rural development and urban renewal.

Entry Requirements

Senior Certificate
A National Senior Certificate (NSC) will be required with an achievement rating of 4 or better in English, Mathematics, Physical Science and Biology.
Selection Procedures
Students are selected on the basis of their personal attributes in equal measure to their academic achievements. Personal attributes are assessed by a biographical questionnaire and an interview. Interviews are conducted with those students who are short listed on academic merit. The attributes assessed are: critical thinking; logical argument; problem solving abilities; communication skills; interpersonal relationship and conflict resolution strategies; empathy, friendliness and sensitivity; stress tolerance and resilience; community awareness and motivation.

Registration
All students must register with the Health Professions Council of South Africa (HPCSA) at the beginning of their first year of study. Students will not be allowed to proceed to the clinical training modules without HPCSA registration.

Duration of the Programme
Four years full time.

Exit Level Outcomes
A Bachelor’s degree in Medical Orthotics and Prosthetics (minimum of 536 credits) eligible for registration with the HPCSA as a Medical Orthotist and Prosthetist. The graduand should be able to assist and advice on relevant aspects of pre-surgical, post-surgical, medical and therapeutic management of individuals requiring prosthetic/orthotic devices; formulate prosthetics or orthotics designs, including selection of materials, components and additional aids; take part in follow-up procedures as well as maintenance, repairs and replacement of the appliance; and supervise and conduct the education and training of orthopaedic technologists and technicians.

Summary of Courses and Credits

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>NQF level</th>
<th>Credits per module</th>
<th>Compulsory/optional</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOP 1101</td>
<td>Anatomy</td>
<td>6</td>
<td>12</td>
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<tr>
<td>BOP 1102</td>
<td>Physiology</td>
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<td>BOP 1105</td>
<td>Introduction to Laboratory Skills and Materials In Orthotics and Prosthetics</td>
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<tr>
<td>BOP 1103</td>
<td>Mechanics, Applied Mechanics and Strength of Materials</td>
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<td>12</td>
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<td>1</td>
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<tr>
<td>BOP 1104</td>
<td>Engineering Drawing</td>
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<td>8</td>
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<td>BOP 1106</td>
<td>Biomechanics of Human Movement 1</td>
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<td>BOP 1201</td>
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<td>BOP 1202</td>
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<td>24</td>
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<td>BOP 1203</td>
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<tr>
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<th>Credits per module</th>
<th>Compulsory/optional</th>
<th>Year</th>
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<tr>
<td>BOP 2201</td>
<td>Psychosocial Rehabilitation</td>
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<tr>
<td>BOP 2202</td>
<td>Physical Rehabilitation</td>
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<tr>
<td>BOP 2101</td>
<td>Orthopaedics and Amputation Surgery</td>
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<td>Module Code</td>
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<td>Credits per module</td>
<td>Compulsory/optional</td>
<td>Year</td>
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<tr>
<td>BOP 2203</td>
<td>Basic Electronics and Electro Technology</td>
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<tr>
<td>BOP 2204</td>
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<td>BOP 2205</td>
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<tr>
<td>BOP 2102</td>
<td>Orthotic Management of the lower limb</td>
<td>6</td>
<td>24</td>
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<tr>
<td>BOP 2103</td>
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**Total Credits for Year 2**

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<tr>
<th>Module Code</th>
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<th>NQF level</th>
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<th>Compulsory/optional</th>
<th>Year</th>
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<tbody>
<tr>
<td>BOP 3101</td>
<td>Workshop Management</td>
<td>7</td>
<td>8</td>
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<td>3</td>
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<tr>
<td>BOP 3102</td>
<td>Computer Aided Design and Manufacturing (CAD CAM)</td>
<td>7</td>
<td>24</td>
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<td>3</td>
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<tr>
<td>BOP 3103</td>
<td>Advanced Biomechanics</td>
<td>7</td>
<td>12</td>
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<tr>
<td>BOP 3104</td>
<td>Mobility and Rehabilitation Aids</td>
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<td>24</td>
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<tr>
<td>BOP 3201</td>
<td>Upper Limb Orthotics</td>
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<td>24</td>
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<tr>
<td>BOP 3202</td>
<td>Upper Limb Prosthetics</td>
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<tr>
<td>BOP 3203</td>
<td>Spinal Orthotics</td>
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**Total Credits for Year 3**

<table>
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<tr>
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<tr>
<td>BOP 4101</td>
<td>Orthotic Clinical Practice</td>
<td>8</td>
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<td>BOP 4102</td>
<td>Prosthetic Clinical Practice</td>
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<tr>
<td>BOP 4201</td>
<td>Research Project</td>
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**Total Credits for Year 4**

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<tr>
<td>BOP 3101</td>
<td>Workshop Management</td>
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<tr>
<td>BOP 3102</td>
<td>Computer Aided Design and Manufacturing (CAD CAM)</td>
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<td>BOP 3103</td>
<td>Advanced Biomechanics</td>
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<td>BOP 3104</td>
<td>Mobility and Rehabilitation Aids</td>
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<td>BOP 3201</td>
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<td>BOP 3202</td>
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<td>BOP 3203</td>
<td>Spinal Orthotics</td>
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<td>24</td>
<td>Compulsory</td>
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</table>

**Total Credits**

126

148

104

512

**Assessment**

There is a fair balance between continuous and summative assessment, between written and oral examinations, the use of normative and criterion referenced judgements, and the use of special types of examinations, e.g. Portfolio Examination in the assessment of experiential learning. The use of external examiners in all the stages of the program is mandatory.

Continuous assessment consisting of tutorial assessment, tests, practical, seminars and reports during the module will contribute to 40% of the total mark for each module.

Summative assessment is done on completion of each module and involves the use of external moderation. The assessment may be in the form of a theory paper, a practical paper, or both, depending on the module, and will contribute to 60% of the total mark for each module.

**Criteria for Pass**

A total mark (from continuous and summative assessments in the proportions given above) of
50% and above is required to pass the module.

Criteria for Supplementary Examination
A total mark of 45% - 49% qualifies the student for a supplementary examination in the given module.

Criteria for Fail
A total mark of less than 45% fails the student and will require the student to repeat the module.

Criteria for Promotion
All the modules prescribed for a given year must be passed before the student is allowed to proceed next level (year) of the study.

Criteria for Discontinuation from the Programme
A student who fails more than 50% of the prescribed modules in the Year 1 of study will be discontinued from the programme.

A student may register for a maximum of two years for the same level (year) of study.

SCHOOL OF NURSING

BACHELOR OF NURSING

Rules for Nursing Science programs- Degrees and Diplomas

The rules and regulations which follow must be read in conjunction with those of the Faculty of Health Sciences, the provisions of the Higher Education Act, The University Statute, the general rules and regulations of the University, and of the South African Nursing Council. Where a learner includes a module(s) from another faculty, the rules and regulations of that faculty apply to that/those module(s).

THE DEGREE BACHELOR OF NURSING
QUALIFICATION CODE: BCRB  (NQF LEVEL 7)
MINIMUM CREDITS FOR QUALIFICATION: 480. (Credit value 524)

The purpose of the Programme
A Nursing degree leading to registration with the South African Nursing Council as a nurse (general, psychiatric, community) and midwife (Regulation R425). This program aims to prepare a fully fledged nursing professional, comprehensively trained, capable of providing preventive, promotive, curative and rehabilitative care, with special emphasis on rural communities. The graduates must have values, competencies, knowledge and role development that will give foundation to continue to grow and learn in their profession.

Delivery Mode: Full-time Contact
The program will be delivered in a format that will be accessible to full-time students. It will be in the form of lectures, tutorials, laboratory practical sessions followed by placement in different health services. The focus is on problem-based learning and community-based education.
Minimum Entry Requirements

Senior Certificate

(Minimum admission score of 32)
Age of entrance shall be 17 years to 36 years. Minimum educational requirements - 12 years of schooling.
Matriculation exemption with the following subjects:
English E(HG) or D(SG)
Biology E(HG) or D(SG)
Physical Science E(HG) or D(SG), E(SG) may be considered on merit if the other symbols are above the minimum requirements.

National Senior Certificate (NSC)
Minimum statutory NSC requirements for degree must be met

Compulsory Subjects
NSC achievement rating of at least 5 (60-69%) in Isixhosa as home language or first additional
NSC achievement rating of at least 4 (50-59%) in English
NSC achievement rating of at least 4 (50-59%) in Mathematics literacy or
NSC achievement rating of at least 3 (40-49%) in Mathematics
NSC achievement rating of at least 4 (50-59%) in Life Sciences
NSC achievement rating of at least 4 (50-59%) in Physical Science

Not compulsory subjects
4(50-59%) in Life Orientation
4(50-59%) in Information Technology
Admission of students shall be once a year. Applicant must be medically fit

The closing date for applications will be 30 September, however late applications will be considered under certain circumstances

Persons above 23 years of age with a Senior Certificate and conditional exemption from South African Higher Education. Failure to obtain the mature age exemption – the student will be disqualified.

International Students
Must produce a valid student permit
Submit proof of the assessment of qualifications by SAQA.
Statement from the professional body of the country of origin that the qualification obtained will be recognised

Duration of Courses
Four (4) years full time only.

Admission / Selection Procedure
A selected number of candidates will be short-listed for an interview, after which Recommendations for final selection will be made.
Students are selected on the basis of their personal attributes in equal measure to their academic qualifications. Community members are involved during interviews. The attributes
assessed are: critical thinking; communication skills; interpersonal relationship; friendliness and sensitivity community awareness and motivation. **NB:** Please note that it is the responsibility of the applicant to provide the University with official results. No applicant will be processed without results.

**Orientation**
All admitted students are expected to attend the Faculty Orientation Programme. For registration with the South African Nursing Council all candidates must bring a certified copy of an Identity Document and certified Std 10 certificate.

**Declaration**
All new students will be required to undertake the Faculty Declaration, in a ceremony to be determined by the faculty.

**Registration**
- Registration with the professional body: South African Nursing Council should be done at commencement of training and a certificate will be issued as proof of the registration. The onus is on the learner therefore, to ensure that he/she is registered.
- Registration as a learner with the university takes place every year, otherwise no one is allowed to attend lectures, practicals, and tutorials, nor write tests and examinations without being registered for that module/s, as these may not be recognized i.e credited by the university.
- Learners should produce proof of being members of a professional organization for indemnity purposes. Some health facilities will not allow learners who do not carry indemnity.

**Practical and clinical training**
Learners shall complete a prescribed clinical programme for each sub-discipline i.e general nursing science, psychiatric nursing science, community nursing science, and midwifery at approved clinical and health care facilities and in community settings. Relevant integration is necessary. The total number of hours, as prescribed by the South African Nursing Council, is 4 000.

**Obtaining the degree**
The degree shall be obtained by completing the modules and practical work prescribed. On completion, students are expected to undertake a Nurse’s pledge of service, in a ceremony determined by the Faculty.

**Awarding degree *cum laude***
The degree will be awarded *cum laude* if candidates comply with the requirements of the relevant General Rules as set out in the General Prospectus, and provided that only Nursing Science modules shall be regarded as major modules.
## Summary of Courses

<table>
<thead>
<tr>
<th>COURSES AND QUALIFICATIONS</th>
<th>CODES</th>
<th>CREDITS</th>
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<tr>
<td><strong>First Year: 1st Semester</strong></td>
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<td>Community Health Nursing I</td>
<td>CBN 1101</td>
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### COURSES AND QUALIFICATIONS

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**Attendance – Theory and Practical**

**Theory and practical attendance is compulsory.** Practicals continue even during the University vacation. A learner who due to unforeseen circumstances misses lectures and or practicals will be expected to make-up the deficiency. Arrangements should be discussed with the lecturer responsible for the module.

### Examinations/Assessments

- The semester mark and examination mark (theory and practical) shall each count 50% towards the final mark of a module.
- A subminimum of 40% shall apply in all Nursing courses.
- No candidate shall be admitted to the examination at the end of a module unless s/he has attended at least 85% of the lectures and has met all the prescribed clinical requirements.
- For all subjects with both theoretical and practical components the following rules will apply:
  - **NB:** Credit will only be given if both the practical and theory components are passed.
  - Where the candidate fails to obtain 50% in one component, and provided a mark of at least 40% was obtained s/he may be granted a supplementary examination in that component.
  - The candidate who fails the supplementary examination must repeat the whole module.
  - A fourth year student may be granted permission to write a supplementary regardless of the mark obtained in a module provided it is the last remaining requirement for the degree.

### Computation of Marks

All marks shall be expressed as percentages and those which, upon computation yield fractions shall be raised to the first integer.

The combined mark (examination mark) in a prescribed course shall be computed from practical mark and theory mark obtained from assessment in the examination in that course. **Students must pass the practical examination by 50%**. Paper 1 consists of practical marks which is an average of continuous assessment mark and the practical examination mark. Paper 11 consists of theoretical paper/s and is an average of theoretical continuous evaluation(year/semester mark) and written examination paper/s. **Students must pass theory examination by 50%**.

### Unsuccessful Candidate

Students are not allowed to register for the next level of a subject or module before they have passed the previous level.

**HEALTH SCIENCES** 120
Promotion to the Next Level of Study

Level of study is determined by qualifying for registering the majors of that level i.e. having passed the previous level.

To proceed to Second Year a first year student must pass the following courses:
- Nursing Science I
- Community Health Nursing I
- Biophysics and Biochemistry
- Anatomy

NB. If one has to repeat this level, the student may register psychology and/or microbiology, and/or physiology if passed anatomy. The student may register for these courses provided there is no clash in time-tables i.e. for classes or practical attendance.

To be promoted to the 3rd year of study
A student must have passed:
- All second year courses
- General Nursing 11
- Community Health Nursing 11
- Physiology
- Microbiology, and pharmacology

To be promoted to 4th Year of Study
All 3rd year courses must have been passed.

Exclusion on Academic Grounds
A student who has failed 50% of the courses registered during the first year of study will be excluded on academic grounds. A student who fails the course twice. A student who fails to proceed to the next level of study on two successive years will be excluded on academic grounds. A student who fails to comply with clinical requirements without a valid reason will be excluded on academic grounds.

Completion
On completion of the programme, students are expected to undertake a Nurse’s Pledge of Service, in a ceremony determined by the Faculty.

DESCRIPTIONS OF NURSING MODULES

COMMUNITY NURSING SCIENCE

CBN level 1 (1101, 1201) Credits: 24
Purpose: To prepare nurse practitioners to function at primary health level of care within comprehensive framework of the District health services

Contents: National Plan and systems available in South Africa Principles and elements of Primary health care, Intersectoral collaboration, community participation, comprehensive health care and principles related to: Prevention, promotive, curative and rehabilitation. Health legislation and other related legislation that affects the health status of communities, community-based services Batho Pele principles, Expanded Immunization Programme, environmental and personal hygiene, family study, prioritisation of health needs, effective collaboration with community and
multidisciplinary team, HIV/AIDS (prevention and health promotion), community assessment, planning, implementation and evaluation, community project, GOBIFF, NUTRITION, first aid and emergency midwifery, emergency psychiatry, TB.


**Instruction:** Group discussions, experiential learning, problem based learning and field trips, and lectures.

**Assessment:** Formative and summative evaluation. Continuous assessment through projects, peer group teaching/learning, workbooks, assignments, tests Health education talks. Practical examination and one x 3 hour written examination in June and November, internally moderated.

**CBN level 2 (2101, 2201) Credits: 24**

**Purpose:** Learners credited with this module will be able to assess, plan, implement and evaluate nursing interventions in the care of clients in specialized settings, with common physical problems identified through comprehensive community assessment.

**Content:** Demography, epidemiology and community development, physical assessment, Maternal, child health and women’s health, School health services, youth and adolescent health, Occupational health services, care of the aged, family planning services, care of clients in urban, peri urban and rural communities, Care and management of HIV positive clients including ARV treatment, essential drug list, genetic services, family health, family violence, common problems in the community, economic influences on community nursing. Communicable diseases. Demographic aspects and health care statistics, prevention of communicable diseases. Tuberculosis control (MDR,XDR). Contemporary issues in health care policy and health care delivery.

**Instruction:** Group discussions, experiential learning, problem based learning, field trips, and lectures.

**Assessment:** Formative and summative evaluation. Continuous assessment through projects, peer group teaching/learning, workbooks, assignments, tests Health education talks. Practical examination and one x 3 hour written examination in June and November, externally moderated.

**PHC 4101, 4201 Credits: 32**

**Purpose:** To equip the learner with counselling and management skills for provision of primary health care services, and thorough understanding of district health systems.

**Content:** Prevention, diagnosing, and management and treatment of Drug Resistant TB (MDR and XDR) and HIV/AIDS in Primary health care setting. Recognition of common opportunistic infections required for clinical staging and for initiation of ART. Management of HAART. Management Use of mass media in health education, Indicator driven health information systems, health care partnerships (traditional and voluntary organizations). Ethics and health
promotion. WHO staging in patient management.

**Instruction:** Group discussions, experiential learning, problem based learning

**Assessment:** Formative and summative. Continuous assessment through projects, peer group teaching/learning, workbooks, assignments, Tests Health education talks. One x 3 hour written examination in June and November.

**GENERAL NURSING SCIENCE**

**Level 1 (Nun 1101, 1201) Credits: 24**

**Purpose:** Learners credited will be able to apply basic nursing knowledge and skills in the provision of scientific nursing care, using the nursing process, to individuals and families throughout the health-illness continuum in all stages of life.

**Content:** Introduction to the foundation of nursing, history of nursing in South Africa, Health and illness: Different views of health and illness, including cultural determinants relevant to communities served, impact of disease on families, communities and society. Professionalism and legal framework, ethical issues in nursing practice, therapeutic environment, interpersonal skills, communication skills, basic human needs, theoretical foundations, (Maslow, Orem, Activities of daily living, Henderson) basic nursing skills including assessment, infection control, universal precautions, nutrition throughout the life cycle. Medico-legal hazards, care of the terminally ill, the unconscious patient. Haemorrhage, first aid, cardiopulmonary resuscitation. Introduction to midwifery.

**Instruction:** Group discussion, role play, lectures, case studies and demonstrations.

**Assessment:** Tests, assignments, class participation, and one three hour examination, internally moderated, and OSCE, in June and November.

**Level 2 (Nun 2101, 2201) Credits: 32**

**Purpose:** To equip learners with knowledge and skills to care for individuals and families in all settings, using the scientific approach. To enable students extend and integrate the subject content of first year with other nursing subdisciplines, related social, natural, and biological sciences and relevant medicine and surgery to provide a scientific basis for the cognitive, psychomotor and affective skills required for comprehensive nursing, of patients in various groups whose capacity for meet their own needs is compromised, completely, or partially, by an inherited or acquired physical illness or injury to formulate nursing care plans and discharge plans involving families.

**Contents:** Focus is on principles of nursing care and preventive measures of clients with acute and chronic disease problems, as well as rehabilitation needs, of the respiratory system, cardiovascular system, gastro-intestinal and liver conditions, and the urinary system. Conditions related to blood disorders. Management of patients undergoing major general surgery, including pre and post operative care for specific procedures; burn injuries. Dietary requirements in various conditions. Relevant aspects of professional practice, medicolegal hazards and pathophysiology, and basic and behavioural sciences are integrated.

**Instruction:** Group discussion, role play, lectures, case studies/ scenarios and demonstrations,
self directed activities

**Assessment:** Tests, assignments, class participation, and one three hour examination, internally moderated, and OSCE, in June and November.

**Level 3 (NUN 3101, 3201) Credits: 32**

**Purpose:** To equip learners with knowledge and skills to be able to take care of clients with a variety of problems related to sensory-perceptual alterations, mobility and cancer, child nursing, trauma and emergencies. To enable students to draw nursing care plans and discharge plans involving families.

**Contents:** Focus is on principles of prevention, promotive and curative nursing care, of patients with acute and chronic disease problems, as well as rehabilitation needs for clients with sensory perceptual problems: eyes, ears, skin (Ophthalmology, dermatology) male and female reproductive problems, paediatric nursing, the critically patient, trauma and emergencies in medical and surgical wards. Endocrine and metabolic problems, oncology. Neurological nursing. Management of patients receiving specific medications for the conditions.

**Instruction:** Lectures, demonstrations, small group discussions, case studies, problem-based learning, presentations, self-directed learning.

**Assessment:** Tests, assignments one three hour paper externally moderated in June and November. Practical examination.

**PSYCHIATRIC NURSING SCIENCE**

**PNS (3101, 3201) Credits: 32**

**Purpose:** To prepare learners for provision of nursing care to individuals with common mental health problems, conduct a community profile for detection and management of clients at risk of mental illness and provision of continued mental health care for community based clients.

**Content:** Legal Aspects, Admission procedures, causes, classification and general symptomatology of psychiatric conditions. Theories and theoretical frameworks applicable to psychiatric nursing, ethical dilemmas, assessment, treatment modalities and strategies, management of specific behavioural problems, and of specific clinical syndrome e.g. Schizophrenia, mood disorders.

**Instruction:** Lectures, demonstrations, small group discussions, case studies, problem-based learning, presentations, self-directed learning.

**Assessment:** Tests, assignments one three hour paper internally moderated in June and November. Practical examination.

**PNS (4101, 4201) Credits: 32**

**Purpose:** To conduct a community profile for detection and management of clients at risk of mental illness and provision of continued mental health care for community based clients.

**Content:** Pharmacological management of clients. Stress, anxiety and coping, Mental retardation and community mental health. Management of high risk groups: adolescent, people living with HIV/AIDS, unemployed, substance abuse. Multidisciplinary approach.

**Instruction:** Lectures, demonstrations, small group discussions, case studies, problem-based learning, presentations, self-directed learning.
**Assessment:** Tests, assignments one three hour paper externally moderated in June and November. Practical examination.

**MIDWIFERY**

**MNS (3101, 3201) Credits: 32**

**Purpose:** To enable the students to function as competent practitioners in regard to women’s health issues as well as the child bearing processes within the primary health framework and hospital setting.

**Content:** Normal pregnancy and normal labour, women’s health and women’s rights, history of midwifery, anatomy and physiology affecting conception and child birth, ante natal care, HIV/AIDS and pregnancy, prevention of mother to child transmission (PMTCT), normal labour and partogram, application of South African Nursing Council regulations, immediate care of the newborn and mother, normal puerperium, prevention of complications that may arise, minor disorders of the neonate. The normal newborn baby, feeding and care of babies born of HIV/AIDS mothers.

**Instruction:** Lectures, demonstrations, small group discussions, case studies, problem-based learning, presentations, self-directed learning.

**Assessment:** Tests, assignments one three hour paper internally moderated in June and November. Practical examination

**MNS (4101, 4201) Credits: 32**

**Purpose:** Be able to identify abnormalities in midwifery and manage her baby during prenatal, intra-natal and post natal period.

**Content:** Abnormalities during labour: Presentation, disordered uterine action, prolonged and obstructed labour, augmentation and induction of labour, complications of labour, management of medical conditions during pregnancy and labour, active management of 3rd stage of labour, and management of obstetric emergencies. Complications of the puerperium according to the national guidelines. Postpartum haemorrhage, subinvolution, puerperial sepsis, psychosis, breast infections, urinary and vaginal complications. Management of ARVs in pregnancy and delivery, ARVs in neonates. Pain relief in labour, Surgical and operative procedures Abnormalities of the neonate, termination of pregnancy, ethical legal and administrative aspects, genetic disorders – health education

**Instruction:** Lectures, demonstrations, small group discussions, case studies, problem-based learning, presentations, self-directed learning.

**Assessment:** Tests, assignments one three hour paper externally moderated in June and November. Practical examination.

**PHARMACOLOGY**

**PRN (2101, 2201) Credits: 24**

**Purpose:** To introduce and guide prospective nurse practitioners in the safe and effective use of pharmaceutical agents
Topics covered: Introduction, pharmacokinetics, pharmacodynamics, the autonomic nervous system; sympathetic NS, The autonomic NS; parasympathetic


Instruction: Lectures, demonstrations, small group discussions, case studies, problem-based learning, presentations, self –directed learning.

Assessment: Tests, assignments one three hour paper internally moderated examination paper, in June and November.

UNIT MANAGEMENT

NUM 3201: Credits 16
Purpose: Management of care: To enable the learner to manage the human and material resources within a nursing unit, implementing appropriate policies, functioning within the ethical, legal and professional frameworks

Content: Acts affecting health provision and care, management of a nursing unit, management systems, provision of optimum care to patients, evaluation of quality of nursing unit management, leadership, supervision, disaster management, clinical teaching, staff allocation, report writing, conflict management, budgeting, stock control,

Instruction: Lectures, group discussions, role play, field-based learning experiences, problem based learning, case study analysis

Assessment: Tests, assignments, one three hour paper internally moderated examination paper, in November.

UNIT MANAGEMENT and ETHICS Credits:16

NUM 4201
Purpose: To guide the students so that they will to recognize ethical theories and principles and how they apply to practice. That they develop skills in ethical decision making, bringing to bear critical thinking skills, and also develop an understanding of the nature of rights, responsibilities and obligations and how they operate within society and health care. Have ability to recognize and analyse ethical issues in nursing practice.

Content: Content should address the philosophical and professional foundations of ethics. Include relevant ethical theories e.g major theories deontology and utilitarianism and applicable principles. Human rights and special groups and circumstances: the right to life, individuals seeking termination of pregnancy, the elderly and children’s rights, religious and sex
orientations, substance abusers and HIV/AIDS sufferers are some of examples. Transcultural nursing. Cultural emphasis on informed consent and autonomy- NUREMBERG Code

**Instruction:** Scenarios, problem-based learning, case studies, students experiences and how the issues came about and outcome, self directed learning, lectures.

**Assessment:** Tests, assignments, one three hour paper externally moderated examination paper, in November.

**SOCIAL SCIENCES**

**Psychology, sociology and anthropology modules:**  Credits: 60

**Purpose:** To help the student understand how the combination of biological, psychological and socio-cultural factors motivate human behaviour, and determines the manner in which the human individual reacts to situations.

**Content:**
Basic concepts of sciences of human behaviour which have relevance for the behaviour of people in matters of health.

**BIOLOGICAL SCIENCES:** Credits: 72

Anatomy, physiology, medical biophysics and biochemistry, microbiology and parasitology

**Purpose:** To provide understanding of the normal structure and functioning of the body systems to maintain homeostasis, and application of physical laws to nursing. To introduce student to the basic knowledge of pathogens and to techniques for prevention of infection

**RESEARCH NURSING**

**Research methodology; RPN 3201**  16 credits

**Purpose:** To introduce the students to research methods commonly used in nursing

**Content:** Nature and function of Nursing research, classification, designing nursing research, writing of a research proposal, introduction to qualitative and quantitative data analysis, conducting a mini research study

**Instruction:** Lectures, self study, class activities

**Assessment:** Tests and assignments, one three-hour paper at end of module-November

**Research Project:** BPM 4201  16 credits
Students work in groups on a specific research topic.

**ADVANCED DIPLOMA IN NURSING**

**Purpose of the Programme**
This programme is aimed at training registered nurses for planning, management and education in nursing or in nursing services at hospital and community level.
## Summary of Courses

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**Delivery mode**
Tutorial presentations in class group discussions, teachings and managements sessions in hospitals under the supervision of lecturers.

**Methods of Assessment**

**First Year**
One (1) paper of 3 hours’ duration for each module. In addition, a comprehensive oral examination in Nursing Administration and Community Health Nursing.

**Second Year**
One (1) paper of 3 Hours duration for each module. In addition, a comprehensive oral examination in Nursing Administration and Community Health Nursing. Continuous evaluation through tests, assignments and group work contributes towards a semester mark.
HONOURS BACHELOR OF NURSING

The degree is optional for R879 (Regulation of the SANC) product.

The Purpose
- To strengthen research skills, managerial skills and educational skills acquired at Bachelor’s degree level.
- To develop specialisation in the area of interest so as to improve the quality of care through proper planning and input to policy formulation.
- To conduct research for the improvement of nursing and health services and to utilize research for the provision of quality care.
- To increase the understanding of dynamics in health care and health service.

Entry Requirements
A bachelor’s degree in the field of nursing or equivalent,
Proof of registration with the South African Nursing Council and proof of membership with any South African Nursing Professional Organisation.

The candidate must have obtained 60% in the area of specialization or have passed an additional entry examination designed for candidates who obtained less than 60% in the area of specialization at Bachelor’s degree level. Students who have conducted a research project may be credited.

Summary of Courses

<table>
<thead>
<tr>
<th>QUALIFICATION / COURSES</th>
<th>CODES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honours Bachelor of Nursing</strong></td>
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<tr>
<td>Option: Nursing Management</td>
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<tr>
<td>Nursing and Health Service Management</td>
<td>HNM 4000</td>
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<tr>
<td>Research Methodology</td>
<td>NRM 4000</td>
<td>32</td>
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<tr>
<td>Research Project</td>
<td>RPH 4000</td>
<td>40</td>
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<tr>
<td>Computer Skills</td>
<td>CNN 4001</td>
<td>08</td>
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<td><strong>Honours Bachelor of Nursing</strong></td>
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<tr>
<td>Option: Nursing Education</td>
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<tr>
<td>Nursing Education</td>
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<tr>
<td>Research Methodology</td>
<td>NRM 4000</td>
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<td>Computer Skills</td>
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<td>(120)</td>
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<td><strong>Honours Bachelor of Nursing</strong></td>
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<tr>
<td>Option: Community Health Nursing</td>
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<td>Community Health Nursing</td>
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<td>08</td>
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<td>(120)</td>
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</table>

A minimum of 50% final combined mark (aggregate of Year/Semester mark & Exam Mark) for a supplementary a final mark of 45% to 48%
MASTER IN NURSING (M CUR)

There are two options in this degree:

a. Clinical Masters 2-3 years part time or 2 years full time.
b. Research Masters 2 – 3 years part time or 2 years full time

Credits Required for Entrance

The Entry requirements into this programme are divided into two:

a. Candidates must have an Honours degree to enter the Research Masters.
b. Candidates must have a four (4) years bachelor’s degree leading to registration as general nurse, community health nurse, psychiatric nurse and midwife in order to enter into the Clinical Masters.

Registration with the South African Nursing Council in the area to be studied / researched and a degree in which this specialisation is done as a major. A total of 480 credits is required for entry.

International Students

- Must produce a study permit,
- Must produce proof of assessment of qualifications by the HSRC.

Summary of Courses

<table>
<thead>
<tr>
<th>QUALIFICATION / COURSES</th>
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<tbody>
<tr>
<td><strong>Master in Nursing (M Cur) Clinical</strong></td>
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<td>- Option 1</td>
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<td>Core</td>
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<td>Pharmacology</td>
<td>PRN 5000</td>
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<tr>
<td>Clinical Nurse Specialist Role</td>
<td>CNS 5000</td>
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<tr>
<td>Research Methodology</td>
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<td>Mini Dissertation</td>
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<td>Electives</td>
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<tr>
<td>Advanced Midwifery</td>
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<tr>
<td>Practical Midwifery</td>
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<tr>
<td>Advanced Community Health Nursing</td>
<td>CAN 5000</td>
<td>48</td>
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<tr>
<td>Community Health Nursing Practical</td>
<td>CNP 5000</td>
<td>16</td>
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<tr>
<td>Advanced Medical/Surgical Nursing</td>
<td>AGN 5000</td>
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<tr>
<td>Medical Surgical Practical</td>
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<tr>
<td>Advanced Psychiatric Nursing</td>
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<tr>
<td>Psychiatric Nursing Practical</td>
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<tr>
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<td>- Option 2</td>
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<tr>
<td>Dissertation</td>
<td>MAT 5000</td>
<td>180</td>
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</tbody>
</table>
**Integrated Assessment**

**Methods of Assessment in Clinical Masters**

One (1) 3 hour paper semester/year for core courses.

Two(2) 3 hour papers for each elective

A mini dissertation in the area of specialisation

A practical examination of 1 – 4 hours duration

A minimum combined mark of 50% is required to pass the exam

To qualify for a supplementary a student obtains 45% - 48%

**Method of Assessment in Research Masters**

A dissertation in the area of specialisation.

The topic and methodologies of research in the form of a proposal should be submitted to faculty Research Committee and the Bioethics Committee for approval.

There will be two external examiners for a Research Masters and I (one) external examiner for Clinical Masters mini- dissertation

**DOCTOR OF PHILOSOPHY IN HEALTH SCIENCES (NURSING)**

**Delivery mode**

Research in a topic of interest under supervision

**Duration**

Not less than three years

**Summary of Courses**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CODES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>HSC 6000</td>
<td>360</td>
</tr>
</tbody>
</table>

**SPECIAL PROGRAMMES**

1. **EXAMINATION FOR FULL REGISTRATION (CHBEFR)**

   **Modules**
   - Internal Medicine
   - Obstetrics and Gynaecology
   - Paediatrics
   - Psychiatry
   - Surgery
   - Family Medicine

   **Codes**
   - ITE 6001
   - OBE 6002
   - PDE 6003
   - PCE 6004
   - SGE 6005
   - FAE 6006

2. **EXCHANGE STUDIES (CHBEX)**

   **Modules**
   - Aids-MIRT Research Programme
   - Telemedicine Research Programme
   - Global Health Programme

   **Codes**
   - COL 1000
   - TEL 1000
   - GHP 1000

3. **ELECTIVES FOREIGN STUDENTS**

   **Modules**

   **Codes**
4. SOUTH AFRICAN/CUBA STUDENTS (CHBSAC)

<table>
<thead>
<tr>
<th>Modules</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation in Clinical Departments</td>
<td>SAC 1000</td>
</tr>
</tbody>
</table>

5. APPLYING FOR SPECIAL PROGRAMMES

Please complete the Walter Sisulu University Application Form which is obtainable at http:www.wsu.ac.za, then go to Admissions. The application form must be completed in detail and signed by the applicant. The completed form must be sent to the Office of the Registrar, Walter Sisulu University. Application form must be posted with application fee of R100 (reviewable).

6. ADMISSION OF NON-SOUTH AFRICAN STUDENTS

The admission of international applicants (i.e. students from all countries outside the borders of South Africa), to study at any South African university is restricted by the South African Government to persons who comply with certain conditions summarized as follows:

6.1 An international applicant must follow the prescribed admission procedures, which include obtaining a valid study permit and a final letter of acceptance from the University. A copy of the study permit, certified only by the Admissions Office, will be acceptable.

6.2 A study permit will normally be issued for a period not exceeding the official duration of the study period.

6.3 A study permit will only be valid for the course of study for which the original approval was given.

6.4 Any international student discontinuing his/her studies must notify the South African High Commission accordingly.

6.5 A non-South African citizen, who is in possession of a permanent residence permit, need not submit a study permit.

6.6 A separate fee structure applies to international students.

7. REGISTRATION WITH THE HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICAN (HPCSA)

Registration with HPCSA will be processed after admission.
The following rules and procedure shall apply to all undergraduate students to determine their eligibility for readmission to academic programmes according to Section 37(4) of the Higher Education Act, Act 101 of 1997 as amended:

G7.1 A first year student who does not obtain sufficient credits to proceed to the second year of study will not be readmitted to the university on academic grounds.

G7.2 A student who fails a course twice will not be readmitted to that course provided that the Head of Department (HOD) may, if the course is a prerequisite or a final course needed for the degree/diploma purposes, require the student to satisfy other specific academic requirements before allowing student to register for a third time.

G7.3 A full-time student, who fails to complete the degree, diploma or certificate within the prescribed number of years, will be allowed an extra year for a certificate and extra two years for a diploma and degree. Should she/he fail to complete by the end of the expected period, then such student may be refused readmission on academic grounds. Part-time students will be allowed two extra years for certificate and three years for diploma and degree over the normal number of years.

G7.4 Students not readmitted in terms of these rules will not be allowed to register for degree, diploma and certificate programmes of the university for at least one year.

G7.5 Refusal of readmission of students from other universities on academic grounds shall be upheld and readmission will only be considered after the year period as in G7.4 for another programme.

G8 Application of the Rules

G8.1 Readmission rules will apply to undergraduate students in all faculties.

G8.2 Students at risk will be those below the faculty’s minimum progression requirements.

G8.3 Exclusion will hold for a minimum of one year unless otherwise stipulated.

G8.4 A student may apply for readmission in the same faculty or another faculty.

G8.5 Each faculty will develop a process to review academic performance of students at a module and/or programme level.

G8.6 This process to review academic performance from each faculty will be developed by each faculty and approved by Senate.

G9 Determination of minimum requirements for Readmission

G9.1 Minimum requirements of readmission will be determined by faculties, submitted to Senate for approval and published in the faculty prospectus.

G9.2 Faculties will decide to determine generic faculty readmission requirements for all programmes or for each programme in the faculty.

G10 Process to determine if Readmission Requirements have been met and to refuse
readmission. The following process must be followed when reaching a decision that a student has not met the readmission requirements:

G10.1 The academic performance of all registered students in a programme will be reviewed against the readmission requirements by the Faculty Board Executive at the end of each semester examinations and year end examinations.

G10.2 The Directors of Schools through the HOD’s will identify the students that do not meet the readmission requirements and submit them to the Faculty Board Executive at the end of each semester and year end examinations for approval.

G10.3 The Executive Dean will inform the students who fail to meet the readmission requirements in writing.

**G11 Appeal Procedures**

G11.1 All students have a right to appeal.

G11.2 Each faculty will have a Faculty Readmission Appeal Committee (FRAC).

G11.3 A student will submit his/ her appeal in writing with full motivation and supporting documentation to the Executive Dean’s Office.

G11.4 The Faculty Readmission Appeals Committee shall convene to look inter-alia at the following factors:

G11.4.1 The student’s academic record.

G11.4.2 The appropriateness of the reasons for the refusal to readmit the student.

G11.4.3 Whether there are any special circumstances related to the student’s unsatisfactory academic performance to be taken into account.

G11.5 The FRAC decision will be final.

G11.6 All documents will be filed in the student’s file.
HIPPOCRATIC OATH

I do solemnly declare that, as a graduate in Medicine of the Walter Sisulu University, I will exercise my profession to the best of my knowledge and ability for the good of all persons whose health may be placed in my care and for the public weal; that I will not knowingly or intentionally do anything or administer anything to any person to their hurt or prejudice for any consideration or motive whatsoever; that I will hold in due regard the honourable obligations of the medical profession, and will do nothing inconsistent therewith; I do also declare that I will keep silence about those things, which I have seen or heard while visiting the sick, which ought not to be divulged; and I do further declare that I will be loyal to my university and endeavour to promote its welfare and maintain its traditions.

NURSES’ PLEDGE OF SERVICE

“I solemnly pledge myself to the service of humanity and will endeavour to practice my profession with conscience and with dignity. I will maintain by all the means in my power the honour and the noble traditions of my profession. The total health of my patients will be my first consideration. I will hold in confidence all personal matters coming to my knowledge. I will not permit considerations of religion, nationality, race or social standing to intervene between my duty and my patient. I will maintain the utmost respect for human life. I make these promises solemnly, freely and upon my honour.”
PLEDGE FOR SOCIAL WORKERS

I pledge to:

- Recognise the uniqueness of each client;
- Maintain a professional relationship with the client;
- Acknowledge the right to self determination of the client;
- Take into account the client’s right, preferences and objectives when structuring service-rendering even in the absence of the client;
- Strive towards the client’s optimal use of his or her abilities;
- Respect the client’s right to decide or to co-operate with the social service;
- Maintain the client’s right to confidentiality
- To inform the client of and prepare him or her of any decision regarding the termination of service rendering.

DECLARATION FOR CLINICAL ASSOCIATES

“I do solemnly declare that, as a graduate of the Clinical Associate Program of the Walter Sisulu University, I will exercise my profession to the best of my knowledge and ability for the good of all persons whose health may be placed in my care and for the public good; that I will not knowingly or intentionally do anything or administer anything to any person to their hurt or prejudice for any consideration or motive whatsoever; that I will hold in due regard the honourable obligations of the medical profession, and will do nothing inconsistent therewith; and I do also declare that I will keep silence about those things, which I have seen or heard while visiting the sick, which ought not to be divulged; and I do further declare that I will be loyal to my university and endeavour to promote its welfare and maintain its traditions.”