The University reserves the right to supplement, delete or change any part of a regulation without prior notice.
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#### A. GENERAL INFORMATION

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#### B. FACULTY REGULATIONS

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<td>HS7.16</td>
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<td>Master of Nursing Science: Neonatal (Research dissertation) (M9N13Q)</td>
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<td>Master of Nursing Science: Professional Nursing Science: Nursing Education (Research dissertation) (M9N16Q)</td>
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<td>Master of Nursing Science: Professional Nursing Science: Nursing Management (Research dissertation) (M9N15Q)</td>
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</tr>
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<td>HS9.2</td>
<td>Magister Technologiae: Podiatry (504-1)</td>
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<tr>
<td>HS10.3</td>
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HS11.0  **Department of Sport and Movement Studies**

HS11.1 National Diploma: Sport Management (393-2)

HS11.2 Bachelor of Arts in Sport Communication (B9S11Q)

HS11.3 Bachelor of Arts in Sport Development (B9S13Q)

HS11.4 Bachelor of Arts in Sport Psychology (B9S12Q)

HS11.5 Bachelor of Commerce in Sport Management (B9S14Q)

HS11.6 Bachelor of Biokinetics (B9S05Q)

HS11.7 Bachelor of Arts Honours in Biokinetics (H9S01Q)

HS11.8 Bachelor of Commerce Honours in Sport Management (H9S05Q)

HS11.9 Baccalaureus Arts Honours in Sport Management (HBA053)

HS11.10 Bachelor of Arts Honours in Sport Science (H9S03Q)

HS11.11 Bachelor of Science Honours in Sport Science (HBS019)

HS11.12 Magister Philosophy in Biokinetics (M9S03Q)

HS11.13 Magister Philosophy in Sport Management/Master of Commerce in Sport Management (M9S02Q) (M9S04Q)

HS11.14 Magister Philosophy in Sport Management (Course Work) (M9S05Q)

HS11.15 Magister Philosophy in Sport Science (M9S06Q)

HS11.16 Doctor Philosophy in Biokinetics (DPH331)

HS11.17 Doctor Philosophy in Sport Science (DPH339)

HS11.18 Doctor Commerce in Sport Management (DC0114)

HS11.19 Doctor Philosophy in Sport Management (DPH338)

HS12.0 **Modules presented by the Faculty**
A GENERAL INFORMATION

Note

All Faculty Rules and Regulations should always be read in conjunction with the Academic Rules and Regulations of the University as well as the general Rules and Regulations per Department per programme.

HS i CONTACT INFORMATION

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Auckland Park
2006
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Doornfontein Campus (DFC)
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Web address: web-healthscience@uj.ac.za

UJ CALL CENTRE
011 559-4555

STUDENT ENROLMENT CENTRE ENQUIRIES
011 559-4505/4502

STUDENT BURSARY ENQUIRIES
011 559-3769/3770/2487

STUDENT RESIDENCE ENQUIRIES
011 559-2863/1566

STUDENT FEES AND ACCOUNTS ENQUIRIES
011 559-6937/6440

STUDENT LOAN ENQUIRIES
011 559-1193/1594

SPORT ENQUIRIES
011 559-2252
MINIMUM PROGRAMME ADMISSION REQUIREMENTS

Award yourself points for each Grade 11 or Grade 12 subjects that you have passed according to the table provided below.

How to determine your Admission Points Score (APS)

An Admission Point Score (APS), explained below, has been developed for the National Senior Certificate (NSC) and the Independent Examinations Board (IEB) based on the achievement rating of each subject. The total APS is the sum of the achievement ratings of the six school subjects. Life Orientation is not counted in the calculation of the APS.

Rules to be implemented with this development.

In order to determine the Admission Point System (APS) the following principles need to be taken into consideration:

- Applicants with the following results, WAEC, Diploma or Exam D’Etat, Certificado de Habilitscoes Literarias, Ensino Medio and Baccalaureat should be linked with the Ordinary Level (O) Grades on ITS.
- Applicants with the following results, HIGCSE, NSSC (HL), AS Level, IB (SL) and KCSE should be linked to the South African NSC (N) Grades on ITS.
- Applicants who have set for either A Level of IB (HL) should be linked to the (A) Grades on ITS.

ADMISSION SCORE TABLE

<table>
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<th>NATIONAL</th>
<th>INTERNATIONAL</th>
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<tbody>
<tr>
<td></td>
<td>NSC (IEB/SACAI)</td>
<td>SC HG (M-SCORE)</td>
</tr>
<tr>
<td>10</td>
<td>A</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>A</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>7 (80-100%)</td>
<td>A</td>
</tr>
<tr>
<td>6</td>
<td>6 (70-79%)</td>
<td>B</td>
</tr>
<tr>
<td>5</td>
<td>5 (60-69%)</td>
<td>C</td>
</tr>
<tr>
<td>4</td>
<td>4 (50-59%)</td>
<td>D</td>
</tr>
<tr>
<td>3</td>
<td>3 (40-49%)</td>
<td>E</td>
</tr>
<tr>
<td>2</td>
<td>2 (30-39%)</td>
<td>F</td>
</tr>
<tr>
<td>1</td>
<td>1 (0-29%)</td>
<td>G</td>
</tr>
</tbody>
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ABBREVIATIONS

NSC - National Senior Certificate (completed Grade 12 in and after 2008)
SC HG - Senior Certificate Higher Grade (completed Grade 12 before 2008)
**SC SG** - Senior Certificate Standard Grade (completed Grade 12 before 2008)
**IEB** - Independent Examination Board
**HIGCSE** - Higher International General Certificate of Secondary Education
**IGCSE** - International General Certificate of Secondary Education
**NSSC(HL)** - Namibia Senior Secondary Certificate (Higher Level)
**NSSC(OL)** - Namibia Senior Secondary Certificate (Ordinary Level – Cambridge)
**AS** - Advanced Subsidiary Level (Cambridge)
**A Level** - Advanced Level (Cambridge)
**IB(HL)** - International Baccalaureate Schools (Higher Levels)
**IB(SL)** - International Baccalaureate Schools (Standard Levels)
**WAEC** - West African Examination Council
**KCSE** - Kenya Certificate of Secondary Education
**Diplome/Exam D’Etat** - Diplome d’Etat or d’Etudes Secondaire du Cycle
**CHL/EM** - Certificado de Habilitacoes Literarias (Mozambique) / Ensino Medio (Angola)
**Baccalaureate** - Gabonese School Leaving

Points are awarded for the six symbols on your Grade 11 or Gr 12 report, See example below.

<table>
<thead>
<tr>
<th>School Subject</th>
<th>Marks</th>
<th>APS</th>
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<tbody>
<tr>
<td>First Language (language of teaching and learning)</td>
<td>65%</td>
<td>5</td>
</tr>
<tr>
<td>Additional recognized language</td>
<td>71%</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics or Mathematical Literacy</td>
<td>61%</td>
<td>5</td>
</tr>
<tr>
<td>Accounting</td>
<td>68%</td>
<td>5</td>
</tr>
<tr>
<td>History</td>
<td>81%</td>
<td>7</td>
</tr>
<tr>
<td>Geography</td>
<td>86%</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td></td>
</tr>
</tbody>
</table>

Compliance with the minimum programme admission requirements does not guarantee a place in a programme. The General Academic Regulations of the University applies in each case.
EXEMPTIONS

All students who transferred from another Higher Education Institution should apply for exemptions from modules completed successfully at that Institution. Application forms are available from Faculty Administration. The completed form with relevant documentation must be submitted within 30 days of registration. Exemptions can be applied for before registration. Closing date for submission is the end of March each year.

Students should in particular take note of the following general Academic Regulations of the University:

A Head of Department may, in consultation with the Executive Dean or his/her delegated authority in accordance with a list of exemptions approved by the Executive Dean, grant exemption from and award a credit for a module, of which the content of the module was at least 80% the same, to students on the grounds that they have passed a relevant module at the University or at another accredited higher education institution.

Exemption from and awarding of credit for modules, as stipulated in AR 8.1, may not be granted for more than half the number of modules required in an undergraduate programme in which exemption and recognition are requested. A faculty may determine rules and regulations in this regard in agreement with the existing Faculty Rules and Regulations, and subject to approval by Senate. At least half the number of semester modules, including the exit level modules where appropriate, should be passed at the University for the University to award the diploma or confer the degree. The Executive Dean or his/her delegated authority concerned, in consultation with the Registrar, may give permission to the student (for legitimate reasons) to complete such exit level module(s) at another HEI in South Africa, or abroad in accordance with the academic record concerned.

For the purposes of this sub-regulation, a year module counts as two semester modules, and one term module counts as half a semester module.

Only in exceptional circumstances may the Executive Dean or his/her delegated authority grant exemption from an exit level or semester core module that has been passed at another institution or in another programme.

Exemption from or credit for a module may only be granted for one further programme in addition to the programme in which the module was originally completed.

Students need written permission from the Executive Dean to register for two courses at the same time or to register for an outstanding module at another Institution.

RECOGNITION OF PRIOR LEARNING:

The Faculty of Health Sciences follows the University policy on the Recognition of Prior Learning. This policy is available on the University of Johannesburg website (www.uj.ac.za).

ASSESSMENT:

Assessment in all programmes takes place in accordance with the University policy on assessment. This policy is available on the University of Johannesburg website (www.uj.ac.za). The criteria for assessment in all modules are available in learner guides.
DISTINCTION CRITERIA

Obtaining a qualification.

Students obtain a qualification if they have passed every module prescribed for a programme and have successfully completed service or work-integrated learning, where applicable. It is the student’s responsibility to ensure all prescribed modules, service or work-integrated learning are completed.

A qualification is awarded or conferred with distinction if the requirements below are met:

(a) Duration:

(i) Students must complete an undergraduate programme in the minimum period of study specified for the programme, unless the Executive Dean has approved a longer period of study for legitimate reasons.

(ii) Students must complete an advanced diploma, a postgraduate diploma or an honours qualification, within one year if registered full time and within two years if registered part time.

(iii) Students must complete a master’s qualification within the maximum period allowed for the master’s programme.

(iv) Online students must complete a three-year undergraduate programme within six years.

(v) Online students must complete an advanced diploma, a postgraduate diploma or an honours qualification within three years.

(b) Average final mark for the qualification:

(i) Students must achieve a weighted and/or proportional calculated average final mark for an undergraduate qualification of at least 75% as determined by the Faculty Board, approved by Senate and contained in the Faculty Rules and Regulations.

(ii) Students must achieve an average final mark for an advanced diploma, a postgraduate diploma or an honours qualification, of at least 75% calculated by weighting the final marks for all the modules comprising the qualification in accordance with the NQF credit values allocated to the modules.

(iii) Students for a master’s qualification by dissertation must achieve a final mark of at least 75% for the dissertation.

(iv) Students for a master’s qualification by coursework must achieve an average final mark for the qualification of at least 75% calculated by weighting the average final marks for all the coursework modules and the final mark for the minor dissertation in accordance with the credit values allocated to all the coursework modules and the minor dissertation respectively (for example, if the credit value of the minor dissertation represents 40% of the total credit value of the qualification, the average final mark for the qualification will be weighted in the proportion of 40 for the minor dissertation and 60 for all the coursework modules).

(v) Decimal marks may be rounded upwards or downwards in accordance with the decision taken by the Faculty Assessment Committee concerned.

(c) A student must never have failed a module as a first attempt in the relevant programme.

(d) A student must have obtained a minimum mark of 65% in every prescribed module at NQF level 6 for Diplomas, NQF level 7 for Advanced Diploma/BTech and Degrees, NQF level 8 for Professional Bachelor Degrees, Postgraduate Diploma and Honours Degree and NQF level 9 for Masters Degrees and, in the case of a masters qualification by coursework, in the minor dissertation as well.
(e) Students must have been registered for the full curriculum as prescribed for each academic year on the full-time or part-time basis, as the case may be.

(f) If students are transferred from another Higher Education Institution in the same qualification to UJ, the same requirements as stated shall apply.

(g) If students change programmes within UJ, only the modules related to the new programme will be taken into consideration in calculating whether the qualification is obtained with distinction.

HS viii

EXPOSURE TO INFECTIOUS AGENTS

In terms of the UJ policy adopted regarding students who are exposed to infectious agents, students who will interact with live patients in a clinical or related environment within the Faculty of Health Sciences are required to be vaccinated against Hepatitis B due to the risk of exposure. During orientation and or at the first contact session every student who will interact with live patients in a clinical or related environment will be issued with a letter which will inform them about the importance of immunization against Hepatitis B as well as the fact that it is mandatory to be vaccinated. Students are to sign for receipt for the letter and a copy will be held on their student file.

At the start of the second term students would need to sign a document stating that they have previously been exposed or received/commenced these vaccinations. By virtue of the signature on that document students confirm that they have been previously exposed/vaccinated/commenced vaccination against Hepatitis B and that they understand that false declaration constitutes fraud and that they may face disciplinary actions and medical consequences that may arise from a false declaration.

Exposed students who have not started with or been exposed / vaccinated against Hepatitis B when commencing their studies in the Faculty of Health Sciences may have it done at the Primary Health Services situated on the various campuses. Vaccinations need to commence within the first month after registration. Please note that all the costs for these vaccinations are to be paid for by the student. Students may visit the clinic to establish the cost of the vaccinations and the procedure that needs to be followed. These vaccinations may also be done at any other registered medical provider which offers this service. In some instances medical aid may cover the cost. Hepatitis B injections commence and are then repeated 1 month and 6 months later. Blood tests would need to be done 1 month after the last injection to establish whether the body had developed sufficient immunity against Hepatitis B. If not, booster dosages would need to be administered and the blood tests repeated. These blood tests would need to be done by a private laboratory at the cost of the student.

It is strongly recommended that students who work with patients be examined for Tuberculosis before commencement of their studies and also be vaccinated against Hepatitis A, Tetanus, Meningitis, Varicella, Mumps, Measles, Rubella (if not exposed or vaccinated to these diseases before) and annually for influenza.

The University will not be held liable for any consequences resulting from an accidental exposure to any of the above infectious agents by the student.

The University has insurance with Marsh for accidental exposure to HIV due to work integrated learning. The necessary form will be issued to students for signature at the commencement of each year of study.
African Insights is compulsory for all first year undergraduate students of the Faculty or College. Upon completing the module a student’s academic record will reflect the successful completion of the module. These credits do not count towards the completion of a qualifications. African Insights is a fully online module that is offered over thirteen weeks. All student support will take place online.
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Ms P Rathebe, NDip (CUT), BTech (CUT), MHSC (CUT)
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Dr TT Nyakudy, BSc Hons (UZ), MSc Med (Wits), PhD (Wits)
Mr I Patel, BSc (UCT), BSc Med (UCT), Hons (UCT), BSc Hons Psych (UNISA), MSc MEd (WITS)
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Dr P Koma, MHSc Pharmacology (UP).
Dr R Patel, MTech (UJ)
Dr J Pellow, MTech (TWR)
Dr T Tsele-Tebakang, MTech (UJ)

Homoeopathic Dispensary – Tel: 011 559 6497

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Ms S Lewis, NDip (TN), BTech (DUT), MBA (RBS), MTech (UJ) (cum laude)
Ms TB Mahloala, B Rad (Medunsa), B Tech (UJ), MTech (UJ)
Ms L Mokoena, B Rad (Medunsa), BTech (TWR), MTech (UJ)
Ms F Mulla, NDip (TN), BTech (UJ), MTech (UJ)
Ms PN Ramashia, NDip (UJ), BTech (UJ),
Ms NR Badriparsad, NDip (UJ), BTech (UJ), MTech (UJ)
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Professional Nursing Science: Nursing Management, Nursing Education; and Ethos and Professional Nursing Science Practice

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Ms EM Nkosi, BCur Ed et Admin (UJ), MCur (UJ), RN; RM; RCN
Mr SE Nene, BCur Ed Et Admin (UJ), MCur (UJ), RGN, RPMN, RNE, RNA, Dispensing Certificate.

Community Nursing Science: Primary Health Care: Diagnosis, Treatment and Care; Occupational Health Nursing

Dr W Jacobs, BCur (RAU), MCur (RAU), DCur (UJ), RGN, RCN, RM, RPN, RNE, RNA
Dr K Meintjes, BCur (RAU), MCur (RAU), DCur (UJ), RGN, RCN, RM, RPN
Dr NBD Magobe, BTECH OHN (TWR), MCur (UJ), DCur (UJ), RN, RM, RCN, RNA, RNE
Dr Z Janse v Rensburg, BTECH (TUT), MTECH (TUT), DTECH (TUT), RGN, RCN, RM, RPN, RNE (UP), RNA (UP)
Ms A du Plessis - Faurie, BCur (UJ); MCur (UP); RN; RM; RP; RC
Ms Mutava, MSc Nursing (Wits), BSc Hons Nursing Science (UZ), RGN, ROHN, RNE

Medical and Surgical Nursing Science: Critical Care Nursing (General)

Dr Ndawo, BCur Ed et Admin (UJ), MCur (UJ), DCur (UJ), RN, RM, RCHN, RNE, RNA
Ms I Kearns, BCur Ed et Admin (UJ), MCur (UJ), RN, RM, RCHN, RIN, RNE, RNA
Mr S Matlala, BCur Ed et Admin (UJ); MCur (UJ) RGN, RM, RCN, RPN, RIN, RNE, RNA, Dispensing Certificate
Ms L Matshaka, BCur (UJ); MCur (UJ); RGN, RM, RCN, RPN

Clinical Facilitator

Mr S Matlala, BCur Ed et Admin (UJ); MCur (UJ) RGN, RM, RCN, RPN, RIN, RNE, RNA, Dispensing Certificate

Midwifery and Neonatal Nursing Science

Ms S Lukhele, BCur (UP); RGN, RM, RCN, RPN

Psychiatric and Mental Health Nursing Science

Dr MA Temane, MCur (RAU), DCur (UJ), BNSc (UNIBO), RGN, RM, RCN, RPN
Dr N Ntshingila, MCur (UJ), DCur (UJ), B. Nursing (Wits), RGN, RM, RCN, RPN

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Ms L Mutenga BCur (UJ) RGN, RM, RCN, RPN

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Ms N Hasrod, BOptom (UJ), MPhil (UJ)
Ms L Landela, BOptom (UJ), MPH (UL)
Ms M Richter, BOptom, MPhil (RAU), MCom (UJ), FAAO, CAS (NECO)
Prof A Rubin, DipOptom (SA), CAS (NECO), MPhil, DPhil (RAU)
Ms P von Poser, NDip SA (TWR), CAS (NECO) SA, MPhil (UJ)

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Department of Sport and Movement Studies:
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FACULTY REGULATIONS

These regulations should be read in conjunction with the Academic Regulations of the University of Johannesburg.

DEPARTMENT OF BIOMEDICAL TECHNOLOGY

NATIONAL DIPLOMA: BIOMEDICAL TECHNOLOGY (383)

Duration of programme:
Full-time: 3 Years
Old NQF level 5
The last intake for NDip Biomedical Technology is 2019 academic year.

Purpose

The purpose of the National Diploma in the Biomedical Technology programme is to produce graduates competent to apply theoretical and practical fundamental knowledge and skills in the fields of medical technology and research. The programme provides extensive theoretical knowledge and practical training about various related modules and experiential training. The outcome of these combined offerings results in the achievement of purpose of the qualification as stipulated in the curricula. This qualification leads to registration with the Health Professions Council of South Africa as a Medical Technologist.

Outcomes

1. All discipline-specific routine laboratory investigations are performed with accuracy and precision.
2. Laboratory results are interpreted correctly.
3. Specified laboratory equipment is maintained and used according to SOPs.
4. All laboratory safety considerations, ethical considerations and quality control mechanisms and principles are consistently applied.
5. Work behaviour is satisfactory with regard to time keeping, following of instructions professional behaviour etc.
6. Basic laboratory administration and management principles are correctly described.

Rules of access and admission requirements

A Senior Certificate or an equivalent qualification at an equivalent standard as determined by a Status Committee, with the following compulsory subjects:
1. Biology with at least a higher grade D or standard grade C symbol;
2. Physical Science with at least a higher grade D or standard grade C symbol;
3. Mathematics with at least a higher grade D or standard grade C symbol.

A National Senior Certificate (NSC) - APS Score with minimum requirements as shown below:
(Exclude Life Orientation when calculating APS)

<table>
<thead>
<tr>
<th>Minimum APS</th>
<th>Language of teaching and learning (English)</th>
<th>Mathematics</th>
<th>Mathematical Literacy</th>
<th>Physical Sciences</th>
<th>Life Sciences</th>
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<tbody>
<tr>
<td>24</td>
<td>4</td>
<td>4</td>
<td>Not accepted</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

*Additional subject 1 and 2 must be minimum 4 (50%+)
Selection criteria
Selection is based on academic merit, and an interview (if required).

HS1.4 Pass requirements
1. Students are promoted to a subsequent semester of study if they have met the prerequisites.
2. Students retain credit for all modules passed.
3. Students may not register for module combinations that lead to timetable clashes.
4. Students may not do Laboratory Practice 3 (Work-integrated Learning) until they have passed all other first, second-year and third year modules.
5. Students are promoted to the second semester if they have passed at least 3 of the prescribed modules.
6. Students must pass 7 of the 11 modules in the first year in order to qualify for readmission.
7. Students must achieve a minimum of 50% for the practical component of a module to gain entrance to the final summative assessment.

HS1.5 Curriculum (calculation criteria for ALL the modules are 50:50)

| First year |  |
|---|---|---|
| **Module name** | **Module code** | **Prerequisite code** |
| **Semester one** | | |
| Anatomy and Physiology 1A | APA1111 | See admission requirements |
| Chemistry BBF Theory 1 | CET1AT1 | |
| Chemistry BBF Practical 1 | CET1AP1 | |
| Physics 1B | PHY1AET | |
| Physics 1 Practical | PHY1ADP | |
| Introduction to Medical Technology 1 | IGT1111 | |
| Calculations and Statistics | STA1ABF | |
| **Semester two** | | |
| Pathophysiology | PPH1112 | APA1111 |
| Biochemistry 2 | WBC2122 | CET1AP1 CET1AT1 |
| Immunology 1 | MTI1112 | APA1111 |
| Anatomy and Physiology 1B | APB1112 | APA1111 |
### Second year

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
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<tbody>
<tr>
<td><strong>Semester one</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blood Transfusion Technology</td>
<td>BTT2111</td>
<td>MI1112, PPH1112</td>
</tr>
<tr>
<td>Microbiology 2A</td>
<td>GTM2111</td>
<td>MI1112, PPH1112</td>
</tr>
<tr>
<td>Cellular Pathology 2A</td>
<td>SPA2111</td>
<td>PPH1112, APB1112</td>
</tr>
<tr>
<td>Chemical Pathology 2A</td>
<td>CPA2111</td>
<td>WBC2122, PPH1112</td>
</tr>
</tbody>
</table>

| **Semester two**                 |             |                  |
| Chemical Pathology 2B            | BCP2112     | CPA2111          |
| Haematology 2                    | GTH2112     | MI1112, PPH1112  |
| Microbiology 2B                  | GTN2112     | GTM2111          |
| Cellular Pathology 2B            | SPB2112     | SPA2111          |

| **Third year**                   |             |                  |
| **Semester one**                 |             |                  |
| Chemical Pathology 3             | CPP3112     | BCP2112          |
| Haematology 3                    | GTH3112     | GTH2112          |
| Microbiology 3                   | MGT3112     | GTN2112          |
| Cellular Pathology 3             | SPP3112     | SPB2112          |

| **Semester two**                 |             |                  |
| Laboratory Practice 3            | ILP3111     | Complete all third year, second semester modules |

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### HS1.2

**BACCALAUREUS TECHNOLOGIAE: BIO MEDICAL TECHNOLOGY (505-1)**

Duration of programme:
- Full-time: 1 Year
- Old NQF level 7
- The last intake for BTech Biomedical Technology is 2019 academic year.

### HS1.2.1 Purpose

The purpose of the Bachelor of Technology in Biomedical Technology is to produce graduates that are competent to adopt a critical and innovative approach to contribute to the field of medical technology and to pursue careers as senior managers. The purpose of the Bachelor of Technology in Biomedical Technology is also to produce graduates that are competent in conducting scientific research under minimal guidance in a chosen field, and to contribute to knowledge production in that field. The research
problem, its justification, process and outcome are to be reported in a dissertation which complies with the generally accepted norms for research at this level.

**HS1.2.2 Outcomes**

1. An integrated approach to Pathophysiology is applied.
2. Molecular principles are applied and techniques are competently performed and interpreted.
3. Laboratory Management skills are acquired.
4. Research skills enabling students to enrol for Master’s studies are acquired.

**HS1.2.3 Rules of access and admission requirements**

Selection is based on academic merit.

**HS1.2.4 Pass requirements**

Refer to the Academic Regulations of the University of Johannesburg.

**HS1.2.5 Curriculum**

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
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<tbody>
<tr>
<td>Semester one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory Management</td>
<td>HLM21-1</td>
<td>See rules of access and admission requirements</td>
</tr>
<tr>
<td>Year modules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Methods and Techniques – Biomedical Technology</td>
<td>RESB411</td>
<td></td>
</tr>
<tr>
<td>Integrated Pathophysiology 4</td>
<td>IPP41-1</td>
<td></td>
</tr>
<tr>
<td>Molecular Biology 4</td>
<td>MCB41-1</td>
<td></td>
</tr>
</tbody>
</table>

**HS1.3 MAGISTER TECHNOLOGIAE: BIOMEDICAL TECHNOLOGY (512-1)**

**Duration of programme:**

- Full-time: Minimum 1 year and maximum 2 years
- Part-time: Minimum 1 year and maximum 3 years

**Old NQF level 8**

**Research dissertation 100%**

The last intake for MTech Biomedical Technology is 2019 academic year.

**HS1.3.1 Purpose**

The purpose of the MTech in Biomedical Technology is to produce graduates that are competent in conducting scientific research under minimal guidance in a chosen field, and to contribute to knowledge production in that field. The research problem, its justification, process and outcome are to be reported in a dissertation which complies with the generally accepted norms for research at these levels.

**HS1.3.2 Outcomes**

Research is carried out under minimal guidance and a dissertation is successfully submitted.
HS1.3.3 Rules of access and admission requirements

A BTech: Biomedical Technology or an equivalent qualification at an equivalent standard as determined by a Status Committee and approved by the Faculty Board.

Selection Criteria

Selection is based on approval by the Faculty’s Research Committee.

HS1.3.4 Pass requirements

Refer to the Academic Regulations of the University of Johannesburg.

HS1.3.5 Curriculum

A research project and a dissertation: The research component is 100%.

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester one</td>
<td></td>
</tr>
<tr>
<td>Dissertation &amp; Research Project: Biomedical Technology</td>
<td>RES5121</td>
</tr>
<tr>
<td>Semester two</td>
<td></td>
</tr>
<tr>
<td>Dissertation &amp; Research Project: Biomedical Technology</td>
<td>RES5122</td>
</tr>
</tbody>
</table>

HS1.4 DOCTOR TECHNOLOGIAE: BIOMEDICAL TECHNOLOGY (513-1)

Duration of programme:
Full-time: Minimum 2 years and maximum 4 years
Part-time: Minimum 2 years and maximum 5 years
Old NQF level 8
Research thesis 100%
The last intake for DTech Biomedical Technology is 2019 academic year.

HS1.4.1 Purpose

The purpose of the DTech in Biomedical Technology is to produce graduates that are competent in conducting scientific research under minimal guidance in a chosen field, and to contribute to knowledge production in that field. The research problem, its justification, process and outcome are to be reported in a dissertation which complies with the generally accepted norms for research at these levels.

HS1.4.2 Outcomes

Research is carried out under minimal guidance and a thesis is successfully submitted.

HS1.4.3 Rules of access and admission requirements

An MTech: Biomedical Technology or an equivalent qualification at an equivalent standard as determined by a Status Committee and approved by the Faculty Board.

Selection Criteria

Selection is based on approval by the Faculty's Research Committee.
HS1.4.4 Pass requirements

Refer to the Academic Regulations of the University of Johannesburg.

HS1.4.5 Curriculum

A research project and a thesis: The research component is 100%.

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester one</td>
<td></td>
</tr>
<tr>
<td>Research Project and Thesis: Biomedical Technology</td>
<td>RES5131</td>
</tr>
<tr>
<td>Semester two</td>
<td></td>
</tr>
<tr>
<td>Research Project and Thesis: Biomedical Technology</td>
<td>RES5132</td>
</tr>
</tbody>
</table>

HS2.0 DEPARTMENT OF CHIROPRACTIC

HS2.1 MAGISTER TECHNOLOGIAE: CHIROPRACTIC (367)

Duration of programme:
Full-time: 5 Years
Old NQF level 8
Course work 50% and minor dissertation 50%
The last intake for MTech Chiropractic is 2019 academic year.

(Students start with a three year National Diploma (358-1) followed by a one year BTech (511-1) degree for administrative purposes. The qualification will only be awarded after the successful completion of the MTech degree. Only the final year of registration is on masters’ level.

HS2.1.1 Purpose

Persons achieving this qualification will be eligible to register as interns with the Allied Health Professions Council of South Africa, and as interns they will be able to render a service, including the prevention, cure and rehabilitation of disease and the promotion of health, as well as the application of primary health care principles and practices to both rural and urban societies, including the management of neuro-musculo-skeletal disorders. Following completion of the internship they will be competent and legally entitled, as granted by the appropriate authority, to practice independently as chiropractors, to conduct research in this field and to interact with other health-care professionals.

HS2.1.2 Outcomes

1. The student will be able to acquire a foundational knowledge of the basic sciences relevant to chiropractic.
2. The student will be able to apply the knowledge of the basic sciences in order to clinically assess a peer or model in terms of normal findings.
3. The student will be able to demonstrate appropriate communication skills for personal and professional development within a chiropractic context.
4. The student will be able to demonstrate knowledge of the humanities and the psychosocial sciences relevant to chiropractic and community health.
5. The student will be able to acquire an advanced knowledge in the pharmacological sciences within the chiropractic context.
6. The student will be able to apply the relevant procedures and technologies in order to clinically assess, diagnose, treat and manage the patient in terms of normal and
abnormal findings.
7. The student will be able to demonstrate knowledge of the philosophical sciences relevant to chiropractic and community health.
8. The student will be able to acquire knowledge of the entrepreneurial sciences and professional practices relevant to chiropractic.
9. The student will be able to design and conduct research within the chiropractic context.

**Rules of access and admission requirements**

A Senior Certificate with matriculation exemption, or an equivalent qualification at an equivalent standard as determined by a Status Committee, with the following:

Two of the following modules:

1. Mathematics with at least a Higher Grade D or Standard Grade C symbol.
2. Physical Science with at least Higher Grade D or Standard Grade C symbol Biology with at least Higher Grade D or Standard Grade C symbol.
3. APS: 25

**Selection criteria**

Selection is based on:
1. Applicants with Physical Sciences or Life Sciences will be considered, based on academic merit.
2. A personal interview.
3. Letters of recommendation from at least 2 practising doctors of Chiropractic.

A National Senior Certificate (NSC) - APS Score with minimum requirements as shown below:

(Exclude Life Orientation when calculating APS)

<table>
<thead>
<tr>
<th>Minimum APS</th>
<th>Language of teaching and learning (English)</th>
<th>Mathematics</th>
<th>Mathematical Literacy</th>
<th>Physical Sciences</th>
<th>Life Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>5</td>
<td>4</td>
<td>Not accepted</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

*Additional subject 1 and 2 must be minimum 4 (50%+) *

**Pass requirements**

1. Students are promoted:
   1.1. To full second-year status if they have passed all the first-year modules.
   1.2. To full third-year status if they have passed all the second-year modules.
2. Fourth-year registration depends on successful completion of the first-, second- and third-year modules.
3. Fifth-year registration depends on successful completion of all fourth-year modules.
4. Students must pass a minimum of 3 modules in the first year of study to qualify for readmission to the first year.
5. Students may enrol for a modules in the following year, provided that:
   5.1. They have passed the prerequisite modules.
   5.2. They have passed both the theory and practical final summative assessments in a module comprising a theory and a practical component.
6. Students retain credit for all modules passed.
7. Students must pass all components of the module to obtain credit for a module.
8. Students may not register for module combinations that lead to timetable clashes.
9. 100% attendance of and participation in the practical and clinical components are compulsory. If students fail to comply with this requirement, they will fail the practical component of that module and be required to repeat it.
10. If students fail any of the third or fourth year modules, they must repeat all the practical/clinical modules of the respective year. The practical and theoretical components are assessed in an integrated manner, students will be therefore be required to repeat and pass the modules in entirety, as indicated in the relevant learner guide. If students fail to comply with this requirement, they may not be promoted to the following year of study.
11. If students fail any module in the fifth year, they must repeat all the practical/clinical modules (excluding the entrance OSCE). The practical and theoretical components are assessed in an integrated manner, students will therefore be required to repeat and pass the modules in entirety, as indicated in the relevant learner guide.
12. The pass mark for all clinical/practical modules is 60% from the third year of study.
13. Students will be required to complete a stipulated clinical component (in line with CHE and Professional Board requirements) prior to conferment of degree.
14. All students are required to complete a minor dissertation for conferment of the qualification which will be weighted as 50% of the M Tech year.

**HS2.1.5 Student registration with the Professional Council**

1. Students must register with the Allied Health Professions Council of South Africa at the beginning of each year of registration, at which time a fee is payable. It is the students’ responsibility to ensure they are registered from the second year of study.
2. During the fourth year of study, students must successfully complete a First Aid course for which the Department will make provision. An additional levy will be charged. Students will subsequently be personally responsible for maintaining the validity of this course.
3. After graduation, students must apply to the Council for registration as a Chiropractor.
4. Full registration will only be granted after completion of a period of Community Service / Internship as determined by the Allied Health Professions Council of South Africa.

**HS2.1.6 Curriculum**

All modules are Continuous Evaluation modules.

<p>| First year |
|---|---|---|
| Module name | Module code | Prerequisite code |
| <strong>Year modules</strong> | | See admission requirements |
| Anatomy and Physiology 1 | ANA11-1 | |
| Chemistry 1 CH Theory | CET1YHT | |
| Chemistry 1 CH Practical | CET1YHP | |
| Physics 1A Theory | PHY1YFT | |
| Physics 1 Practical | PHY1YFP | |
| Biology 1 | BIO111 | |</p>
<table>
<thead>
<tr>
<th>Principles and History of Chiropractic</th>
<th>WBG111A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>SHCZ111</td>
</tr>
</tbody>
</table>

### Second year

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immunology 2</td>
<td>GEPB212</td>
<td>None</td>
</tr>
</tbody>
</table>

### Semester two

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epidemiology 2</td>
<td>GEPA212</td>
<td>None</td>
</tr>
<tr>
<td>Biochemistry 2</td>
<td>HCB211</td>
<td>CET1YHT CET1YHP</td>
</tr>
</tbody>
</table>

### Year modules

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy 2</td>
<td>ANA221</td>
<td>ANA11-1</td>
</tr>
<tr>
<td>Medical Microbiology</td>
<td>MCB2YMM</td>
<td>BIO111</td>
</tr>
<tr>
<td>Physiology 2</td>
<td>FIS211</td>
<td>ANA11-1</td>
</tr>
</tbody>
</table>

### Third year

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Pathology 2</td>
<td>GPA211</td>
<td>ANA221 HCB211 GEPA212 GEPB212 MCB2YMM FIS211</td>
</tr>
</tbody>
</table>

### Semester two

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systemic Pathology 3</td>
<td>HSP31-1</td>
<td>ANA221 HCB211 GEPA212 GEPB212 MCB2YMM FIS211 GPA211</td>
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</tbody>
</table>

### Year modules

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostics 3</td>
<td>DIA311C</td>
<td>ANA221 HCB211 GEPA212 GEPB212 MCB2YMM FIS211 GPA211</td>
</tr>
<tr>
<td>Psychopathology 2</td>
<td>HPP21-1</td>
<td>SHCZ111</td>
</tr>
<tr>
<td>Module name</td>
<td>Module code</td>
<td>Prerequisite code</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Chiropractic Principles and Practice 3</td>
<td>PPC31-1</td>
<td>ANA221 HCB211 GEPA212 GEPB212 MCB2YMM FIS211</td>
</tr>
<tr>
<td>Auxiliary Therapeutics 3</td>
<td>HAT32-1</td>
<td>ANA221 FIS211 PHY1YFT PHY1YFP</td>
</tr>
</tbody>
</table>

### Fourth year

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostics 4</td>
<td>DIA411C</td>
<td></td>
</tr>
<tr>
<td>Clinical Biomechanics and Kinesiology 4</td>
<td>CBK41-2</td>
<td></td>
</tr>
<tr>
<td>First Aid Course (Level 3)</td>
<td>FAC111C</td>
<td></td>
</tr>
<tr>
<td>Clinical Chiropractic 4</td>
<td>PCC41-1</td>
<td></td>
</tr>
<tr>
<td>Research Methods and Techniques - Chiropractic</td>
<td>RESC411</td>
<td></td>
</tr>
<tr>
<td>Radiology 4</td>
<td>RCP41-1</td>
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</tr>
<tr>
<td>Principles and Practice of Chiropractic 4</td>
<td>PPC42-1</td>
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</table>

### Fifth year

#### Semester one

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Management and Jurisprudence</td>
<td>PMJ111C</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Chiropractic 5</td>
<td>KCP511</td>
<td></td>
</tr>
<tr>
<td>Principles and Practice of Chiropractic 5</td>
<td>MNP511</td>
<td></td>
</tr>
<tr>
<td>Myofascial 5</td>
<td>CBK511A</td>
<td></td>
</tr>
<tr>
<td>Biomechanics 5</td>
<td>CBK511B</td>
<td></td>
</tr>
<tr>
<td>Minor Dissertation &amp; Research: Chiropractic</td>
<td>RES367A</td>
<td></td>
</tr>
<tr>
<td>(S1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor Dissertation &amp; Research: Chiropractic</td>
<td>RES367B</td>
<td></td>
</tr>
<tr>
<td>(S2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For fifth year modules, all module for the first, second, third and fourth years.
HS3.0 DEPARTMENT OF EMERGENCY MEDICAL CARE

HS3.1 DIPLOMA IN EMERGENCY MEDICAL CARE (D9E01Q)
Duration of programme:
Full time: 2 Years
New NQF level 6

HS3.1.1 Purpose
This is a mid-level worker qualification within the Emergency Care profession. Successful completion leads to registration with the Health Professions Council of South Africa (HPCSA) as a Paramedic. The programme recognizes the key competences required by Paramedics who are able to work independently in a variety of prehospital emergency care contexts. This qualification will be particularly useful for:

- Individuals wishing to enter the emergency care profession
- Existing Basic Ambulance Assistants (BAAs)
- Existing Ambulance Emergency Assistants (AEAs)
- Existing Critical Care Assistants (CCAs)
- Existing Operational Emergency Care Orderlies (OECOs)
- Existing Emergency Care Assistants (ECAs)

HS3.1.2 Outcomes
1. Communicate with patients, colleagues and other role players through oral, written and electronic media.
2. Promote awareness of primary and preventative health in self and among others.
3. Demonstrate understanding of the structure and function of Emergency Medical Service (EMS) system in South Africa and how the EMS relates to the broader health care structures within the country.
4. Demonstrate understanding and application of the principles of medical ethics, professional behaviour and the legal framework to the context within which the emergency care provider operates.
5. Develop and maintain personal health, fitness, wellness and safety.
6. Demonstrate knowledge and understanding of clinical gross human anatomy.
7. Demonstrate understanding of fundamental human physiology and bioprocesses.
8. Demonstrate understanding of fundamental integrated sciences underpinning emergency care.
9. Provide emergency care independently and as part of team within and EMS environment.
10. Conduct patient assessment and make decisions that inform the treatment of minor injuries and ailments in specific non-emergent controlled circumstances.
11. Carry out operational routines within the Emergency Medical Services environment.
12. Perform medical rescue in selected contexts.

HS3.1.3 Rules of access and admission requirements
The minimum entry requirement is the National Senior Certificate with appropriate module combinations and levels of achievement as defined in the Minister’s policy, Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor’s Degree Programmes Requiring a National Senior Certificate, Government Gazette, Vol. 482, 27961, 18 August 2005.

In addition to adherence to the University's student admission policy the Department has the following requirements:
1. The minimum admission requirement is a Senior Certificate with university exemption, or an equivalent (NQF Level 4) achievement, as determined by a status committee, with the following subject combinations and symbols:
   1.1 Biology or Physiology with at least a Higher Grade D or Standard Grade C symbol.
   1.2 Physical Science with at least a Higher Grade D or Standard Grade C symbol.
   1.3 Mathematics with at least a Higher Grade D or Standard Grade C symbol.

For applicants who obtained a Grade 12 during or after 2008:

A National Senior Certificate (NSC) - APS Score with minimum requirements as shown below:
(Exclude Life Orientation when calculating APS)

<table>
<thead>
<tr>
<th>Minimum APS</th>
<th>Language of teaching and Learning (English)</th>
<th>Mathematics</th>
<th>Mathematical Literacy</th>
<th>Physical Sciences</th>
<th>Life Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>5</td>
<td>4</td>
<td>Not accepted</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

*Additional subject 1 and 2 must be minimum 4 (50%+)

Selection criteria

Selection will be based on:

- academic merit; APS
- a structured personal interview;
- a phobia evaluation;
- medical examination;
- physical fitness and swimming proficiency evaluation;
- an English proficiency evaluation;
- previous appropriate experience (a recommendation).

HS3.1.4 Pass requirements

1. In the case of the Emergency Care, credits for clinical practice (experiential learning), practical and theory Emergency Care modules are NOT retained unless all modules are passed during the same academic year.
2. Students may only enrol for modules in the second year of study if they have passed all of the first year modules.
3. Students are granted full second-year status if they have passed all of the first-year modules.
4. 100% attendance of all class and practical’s is compulsory.
5. Physical training is compulsory and in order to gain entry into Medical rescue Modules, students must successfully complete the physical fitness and swimming proficiency evaluations.
6. In order to gain readmission to the programme first year students must pass a minimum of 60% of the first year modules.
7. Students may not register for the same module for a third time without permission from the Head of Department and Executive Dean.
8. Students have a maximum of four years to complete the qualification.
HS3.1.5 Practical Training (Clinical learning)

1. Students must, by the end of each year, complete the Clinical Learning requirements which are detailed in the relevant study guides in order to be granted a credit for the clinical practice modules.

2. Clinical practice is rostered at set periods during the academic year in conjunction with cooperative partners and cannot be personalised.

3. 100% attendance of all rostered shifts is compulsory. Students who miss shifts due to illness or injury will be required make up the missed shifts prior to the end of the academic year if they are to be granted a credit for the practical training modules.

HS3.1.6 Specific rules and regulations for Emergency Medical Care students

1. Students must familiarize themselves with the internal rules and regulations of the Department of Emergency Medical Care. These rules and regulations, as set out in the Departmental policy document, are binding.

HS3.1.7 Curriculum

<table>
<thead>
<tr>
<th>First Year</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester one</strong></td>
<td></td>
</tr>
<tr>
<td>Basic Sciences: Physics 1A</td>
<td>PHY1DA1</td>
</tr>
<tr>
<td>End User Computing</td>
<td>ENUC011</td>
</tr>
<tr>
<td><strong>Semester two</strong></td>
<td></td>
</tr>
<tr>
<td>Basic Sciences: Chemistry</td>
<td>CET1DB1</td>
</tr>
<tr>
<td>Mental Health and Wellness</td>
<td>MHAW011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year modules</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Professional Practice</td>
<td>FOPP011</td>
</tr>
<tr>
<td>Emergency Medical Care 1 Theory</td>
<td>EMCTH11</td>
</tr>
<tr>
<td>Emergency Medical Care 1 Practical</td>
<td>EMCPR11</td>
</tr>
<tr>
<td>Clinical Practice 1</td>
<td>CLPR011</td>
</tr>
<tr>
<td>Anatomy 1</td>
<td>ANAT011</td>
</tr>
<tr>
<td>Physiology 1</td>
<td>PHYS011</td>
</tr>
<tr>
<td>Physical Preparedness 1</td>
<td>PHPR011</td>
</tr>
<tr>
<td>Module name</td>
<td>Module code</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Emergency Medical Care 2 Theory</td>
<td>EMCTH22</td>
</tr>
<tr>
<td>Emergency Medical Care 2 Practical</td>
<td>EMCPR22</td>
</tr>
<tr>
<td>Clinical Practice 2</td>
<td>CLPR022</td>
</tr>
<tr>
<td>Primary Health Care</td>
<td>PRHC022</td>
</tr>
<tr>
<td>High Angle 1</td>
<td>HIAN022</td>
</tr>
<tr>
<td>Fire Search &amp; Rescue</td>
<td>FSAR022</td>
</tr>
<tr>
<td>Motor Vehicle Rescue</td>
<td>MOVR022</td>
</tr>
<tr>
<td>Physical Preparedness 2</td>
<td>PHPR022</td>
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</table>

Second Year

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Medical Care 2 Theory</td>
<td>EMCTH22</td>
<td></td>
</tr>
<tr>
<td>Emergency Medical Care 2 Practical</td>
<td>EMCPR22</td>
<td></td>
</tr>
<tr>
<td>Clinical Practice 2</td>
<td>CLPR022</td>
<td></td>
</tr>
<tr>
<td>Primary Health Care</td>
<td>PRHC022</td>
<td></td>
</tr>
<tr>
<td>High Angle 1</td>
<td>HIAN022</td>
<td></td>
</tr>
<tr>
<td>Fire Search &amp; Rescue</td>
<td>FSAR022</td>
<td></td>
</tr>
<tr>
<td>Motor Vehicle Rescue</td>
<td>MOVR022</td>
<td></td>
</tr>
<tr>
<td>Physical Preparedness 2</td>
<td>PHPR022</td>
<td></td>
</tr>
</tbody>
</table>

All first year modules must be passed

HS3.2

BACHELOR OF HEALTH SCIENCE IN EMERGENCY MEDICAL CARE (B9E01Q)

Duration of programme:
Full-time only
New NQF level 8

HS3.2.1 Purpose

The purpose of this qualification is to develop an Emergency Care Practitioner competent in the clinical knowledge and skills required for the emergency medical care and medical rescue profession.

The graduate will be able to competently apply an integration of theoretical principles, proven techniques, practical experience and appropriate clinical skills in order to:

- Provide an independent specialised emergency medical care and rescue service to all sectors of the community.
- Demonstrate skills in management and research working independently and in a supervisory capacity within emergency services and the healthcare team.
- Become a reflective practitioner and lifelong student within the emergency medical care profession.
- Successful completion of this qualification will entitle the student to register with the Health Professions Council of South Africa as an Emergency Care Practitioner.

HS3.2.2 Outcomes

1. Demonstrate effective communication and apply the principles of medical ethics, professional behaviour and the legal framework to the context within which emergency care practitioners operate while maintaining physical fitness, personal health, wellness and safety.
2. Provide and facilitate emergency medical care to all sectors of the community utilising specialised clinical strategies and technologies.
3. Perform medical rescue in a wide range of contexts.
4. Demonstrate knowledge and understanding of human and basic sciences underpinning emergency care.
5. Provide in-service training in emergency medical care and rescue.
6. Demonstrate an understanding of the structure and functioning of Emergency Medical Service (EMS) systems in South Africa including the provision of operational
7. Develop research skills, participate and conduct research in emergency medical care and rescue.

HS3.2.3 Rules of access and admission requirements

For applicants prior who obtained a Grade 12 prior to 2008:

1. A Senior Certificate with university exemption or an equivalent qualification at an equivalent standard, as determined by a Status Committee, with 2 of the following modules:
   1.1 Biology or Physiology with at least a Higher Grade D or Standard Grade C symbol.
   1.2 Physical Science with at least a Higher Grade D or Standard Grade C symbol.
   1.3 Mathematics with at least a Higher Grade D or Standard Grade C symbol.

For applicants who obtained a Grade 12 during or after 2008:

A National Senior Certificate (NSC) - APS Score with minimum requirements as shown below:

(Exclude Life Orientation when calculating APS)

<table>
<thead>
<tr>
<th>Minimum APS</th>
<th>Language of teaching and learning (English)</th>
<th>Mathematics</th>
<th>Mathematical Literacy</th>
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<th>Life Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>5</td>
<td>4</td>
<td>Not accepted</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

*Additional subject 1 and 2 must be minimum 4 (50%+)

Selection criteria

Selection will be based on:

- academic merit;
- a structured personal interview;
- a phobia evaluation;
- passing of a Class II Aviation medical examination;
- a physical fitness and swimming proficiency evaluation;
- completion of the National Benchmark Test.

Evidence of community service and or previous appropriate experience is a recommendation.

HS3.2.4 Pass requirements

1. Due to the integrated nature of certain modules, individual credits are NOT retained unless all are passed within the same academic year. This ruling applies to the following modules:

<table>
<thead>
<tr>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMC01Y1</td>
<td>EMC01Y2</td>
<td>EMC01Y3</td>
<td>EMC01Y4</td>
</tr>
<tr>
<td>EMC02Y1</td>
<td>EMC02Y2</td>
<td>EMC02Y3</td>
<td>EMC02Y4</td>
</tr>
<tr>
<td>EMC03Y1</td>
<td>EMC03Y2</td>
<td>EMC03Y3</td>
<td>EMC03Y4</td>
</tr>
<tr>
<td>PFP01Y1</td>
<td>PFP02Y2</td>
<td>PFP03Y3</td>
<td>PFP04Y4</td>
</tr>
</tbody>
</table>
2. Students may enrol for a module in the following year, provided that:
   2.2.1 They have passed the prerequisite modules.
   2.2.2 The module selection does not lead to timetable clashes.
   2.2.3 In the case of Medical Rescue, the student has passed the fitness and
       swimming proficiency assessment.
3. First-year students must pass a minimum of 60% of the first year modules to qualify
   for readmission to the programme.
4. 100% attendance of all theory lecturers, practical, experiential or clinical
   components as well as tutorials is compulsory.
5. Students who fail to attend theory classes will be requested to provide in writing
   reasons for their non-attendance.

HS3.2.5 Clinical practice (Work integrated learning)

1. Students must, by the end of each year, complete the requirements which are
   detailed in the EMC 1, 2, 3 and 4 Study Guides.
2. Clinical Learning and rescue practical is integrated into the academic programme in
   conjunction with cooperative education and training partners, for this reason, shift
   rosters cannot be personalized.
3. Due to the nature of emergency medical care and rescue work students registering
   for this programme may be required to work after-hours, weekends and over
   religious holidays. We are regretfully unable to cater for individual requests not to
   work on certain days and times.

HS3.2.6 Specific rules and regulations for Emergency Medical Care students

1. Students must familiarize themselves with the internal rules and regulations of the
   Department of Emergency Medical Care. These rules and regulations, as set out in
   the Departmental policy document, are binding.
2. The programme is not offered as a limited contact or distance- learning programme.
   Students who elect to leave the country will be unable to continue with their studies.
3. All students (even if not registered for Clinical Practice within that academic year)
   are required to see a minimum number of patients each year as determined by the
   department whilst they are registered. This is a requirement to ensure that clinical
   competencies are retained.
4. All registered students are required to attend physical training sessions as rostered.
5. Students may not register for a third time for the same module.
6. Students are required to adhere to the requirements of the department relating to
   uniform and personal appearance.
7. Students have maximum of 6 years to complete the four-year degree.

HS3.2.7 Curriculum

<table>
<thead>
<tr>
<th>First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module name</strong></td>
</tr>
<tr>
<td><strong>Semester one</strong></td>
</tr>
<tr>
<td>Computing Literacy</td>
</tr>
<tr>
<td>Basic Science: Physics</td>
</tr>
<tr>
<td><strong>Semester two</strong></td>
</tr>
<tr>
<td>Basic Science: Chemistry</td>
</tr>
<tr>
<td>Mental Health and Wellness</td>
</tr>
<tr>
<td>Year modules</td>
</tr>
<tr>
<td>------------------------------------</td>
</tr>
<tr>
<td>Emergency Medical Care 1 Theory</td>
</tr>
<tr>
<td>Emergency Medical Care 1 Practical</td>
</tr>
<tr>
<td>Clinical Practice 1</td>
</tr>
<tr>
<td>Foundations of Professional Practice</td>
</tr>
<tr>
<td>Anatomy 1</td>
</tr>
<tr>
<td>Physiology 1</td>
</tr>
<tr>
<td>Physical Preparedness 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year modules</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Medical Care 2 Theory</td>
<td>EMC01Y2</td>
<td>EMC01Y1</td>
</tr>
<tr>
<td>Emergency Medical Care 2 Practical</td>
<td>EMC02Y2</td>
<td>EMC02Y1</td>
</tr>
<tr>
<td>Clinical Practice 2</td>
<td>EMC03Y2</td>
<td>EMC03Y1</td>
</tr>
<tr>
<td>Diagnostics 1</td>
<td>EMC04Y2</td>
<td>EMC04Y1</td>
</tr>
<tr>
<td>High Angle 1</td>
<td>HAR01Y2</td>
<td>EMC01Y1</td>
</tr>
<tr>
<td>Fire Search &amp; Rescue 1</td>
<td>FSR01Y2</td>
<td>EMC02Y1</td>
</tr>
<tr>
<td>Motor Vehicle Rescue</td>
<td>MVR01Y2</td>
<td>EMC03Y1</td>
</tr>
<tr>
<td>Industrial &amp; Agricultural Rescue</td>
<td>IAR01Y2</td>
<td>EMC04Y1</td>
</tr>
<tr>
<td>Physiology 2</td>
<td>PHY02Y2</td>
<td>ANT01Y1</td>
</tr>
<tr>
<td>General Pathology 1</td>
<td>GPA01Y2</td>
<td>EMC01Y1</td>
</tr>
<tr>
<td>Physical Preparedness 2</td>
<td>PFP02Y2</td>
<td>FFP01Y1</td>
</tr>
</tbody>
</table>
### Third Year

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Modules</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Medical Care 3 Theory</td>
<td>EMC01Y3</td>
<td>EMC01Y2 EMC02Y2</td>
</tr>
<tr>
<td>Emergency Medical Care 3 Practical</td>
<td>EMC02Y3</td>
<td>EMC03Y2 PHC01B2</td>
</tr>
<tr>
<td>Clinical Practice 3</td>
<td>EMC03Y3</td>
<td>PHY02Y2 GPA01Y2</td>
</tr>
<tr>
<td>High Angle 2</td>
<td>HAR02Y3</td>
<td>HAR01Y2 FSR01Y2</td>
</tr>
<tr>
<td>Wilderness Search and Rescue</td>
<td>WSR01Y3</td>
<td>MVR01Y2 IAR01Y2</td>
</tr>
<tr>
<td>Aviation Rescue</td>
<td>AVR01Y3</td>
<td>PFP02Y2 EMC01Y2</td>
</tr>
<tr>
<td>Aquatic Rescue</td>
<td>AQR01Y3</td>
<td>EMC02Y2 EMC03Y2</td>
</tr>
<tr>
<td>Pharmacology 1</td>
<td>PHA01Y3</td>
<td>EMC01Y2 EMC02Y2</td>
</tr>
<tr>
<td>Research Methodology EMC</td>
<td>RMT01Y3</td>
<td>EMC01Y2 EMC02Y2</td>
</tr>
<tr>
<td>Physical Preparedness 3</td>
<td>PFP03Y3</td>
<td>PFP02Y2</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Module name</strong></td>
<td><strong>Module code</strong></td>
<td><strong>Prerequisite code</strong></td>
</tr>
<tr>
<td><strong>Year modules</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intensive and Specialized Care</td>
<td>EMC01Y4</td>
<td>EMC01Y3 EMC02Y3</td>
</tr>
<tr>
<td>Paediatric and Neonatal Emergency Care</td>
<td>EMC02Y4</td>
<td>EMC03Y3 PHA01Y3</td>
</tr>
<tr>
<td>Clinical Practice 4</td>
<td>EMC03Y4</td>
<td>RMT01Y3 EMC01Y3</td>
</tr>
<tr>
<td>Research Elective 4</td>
<td>REP01Y4</td>
<td></td>
</tr>
</tbody>
</table>
### Educational Techniques
- **EDT01Y4**
- **EMC01Y3**
- **EMC02Y3**
- **EMC03Y3**

### Emergency Service Administration
- **ESA01Y4**
- **EMC01Y3**
- **EMC02Y3**
- **EMC03Y3**

### Disaster Management
- **DIS01Y4**

### Confined Space Rescue
- **CSR01Y4**
- **HAR02Y3**
- **WSR01Y3**
- **AVR01Y3**
- **AQR01Y3**
- **PFP03Y3**
- **EMC01Y3**
- **EMC02Y3**
- **EMC03Y3**

### Hazardous Materials Rescue
- **HAZ01Y4**

### Trench Rescue
- **TRR01Y4**

### Structural Collapse Rescue
- **SCR01Y4**

### Physical Preparedness 4
- **PFP04Y4**
- **PFP03Y3**

## HS3.3  
**MASTER OF EMERGENCY MEDICAL CARE (M9E01Q)**

### Duration of programme:
- Part-time: Minimum 1 year and maximum 3 years
- New NQF level 9
- Research dissertation 100%

### HS3.3.1 Purpose

The primary purpose of this qualification is to provide qualifying students with the ability to:

1. Perform independent scientific research with an original component
2. Contribute to knowledge of and insight into emergency medical care as well as the specific discipline of research
3. Display skills in related research methodologies and in proper formulation through a Master’s dissertation
4. Reflect upon decision-making, self-directedness and contributions to medical science.

### HS3.3.2 Outcomes

The student will be able to:

1. Identify, formulate, prepare and solve research problems.
2. Execute the research project at the appropriate level.
3. Collect, organize, check, evaluate and write a proper literature review organizing the appropriate information in an understandable and logic manner.
4. Acquire learning abilities in the research context including the assessment of scientific literature, execution of research methodologies including the gathering of data and evaluating the information obtained.
5. Report research findings at the appropriate level.
6. Make conclusions, suggestions and recommendations based on the data collected that are reasonable and justifiable.

### HS3.3.3 Rules of access and admission requirements

A 4-year Bachelor’s Degree in Emergency Medical Care or an equivalent qualification at an equivalent standard as determined by a Status Committee and approved by the Faculty Board.
Selection criteria

Selection will be based on:

- Consideration of a draft proposal
- Prior academic performance
- Structured personal interview

**HS3.3.4 Pass requirements**

Students are assessed via submission of a dissertation in line with the Senate Higher Degrees Policy of the University

**HS3.3.5 Curriculum**

A research dissertation (180 Credits)

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester one</td>
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</tr>
<tr>
<td>Research Dissertation: Emergency Medical Care</td>
<td>EMC9X01</td>
</tr>
<tr>
<td>Semester two</td>
<td></td>
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<tr>
<td>Research Dissertation: Emergency Medical Care</td>
<td>EMC9X02</td>
</tr>
</tbody>
</table>

**HS4.0 DEPARTMENT OF ENVIRONMENTAL HEALTH**

**HS4.1 BACHELOR OF ENVIRONMENTAL HEALTH (B9ENV1)**

**Duration of programme:**

Full-time: 4 Years

**New NQF level 8**

**HS4.1.1 Purpose**

The purpose of the BEH programme is to produce graduates who have a systematic and coherent body of knowledge to apply principles and practices of Environmental Health; the ability to access and evaluate scientific information and have a high level of analytical, cognitive and generic skills; To provide graduates opportunities for continued personal intellectual growth, advancing with postgraduate study, contributing to the social upliftment of society constructively; To provide society with graduates who demonstrate initiative and responsibility; be involve in science and research development; to transform the leadership base in South Africa and conduct themselves in a professional and ethical manner both in the workplace and society as required by the HPCSA.

**HS4.1.2 Outcomes**

1. Integrate and apply foundational, scientific principles and knowledge to Environmental Health sciences. [Range of scientific principles and knowledge includes, but is not limited to Chemistry, Microbiology, Physics, Mathematics, Ecology/Geology, Anatomy and Physiology (human and animal), Sociology and Anthropology;
2. Manage Environmental Health programmes that are not limited to environmental health risks, health impact assessments but rather on the prevention, promotion within natural, socio-economic, built and working environments within the scope of the profession. [Range: manage refers to: design, develop, implement and evaluate];
3. Demonstrate project management skills within a project management life-cycle;
4. Conduct and participate in Environmental Health research.
5. Demonstrate interpersonal relations and professional behavior in terms of the ethical code.

**HS4.1.3 Rules of access and admission requirements**

1. The admission requirements for this programme will adhere to the University of Johannesburg’s Policy for Admission and Selection which is current at the time of the inception of this programme.
2. A Senior Certificate or an equivalent qualification at an equivalent standard as determined by a Faculty Status Committee, with the following Subjects:
3. Mathematics at NQF Level 4: NSC achievement rating of (50-59%)
4. Life Sciences at NQF Level 4: NSC achievement rating of (50-59%)
5. Physical Science at NQF Level 4: NSC achievement rating of (50-59%).
6. Any other two (2) subjects at level 4

A National Senior Certificate (NSC) - APS Score with minimum requirements as shown below:

(Exclude Life Orientation when calculating APS)

<table>
<thead>
<tr>
<th>Minimum APS</th>
<th>Language of teaching and learning (English)</th>
<th>Mathematics</th>
<th>Mathematical Literacy</th>
<th>Physical Sciences</th>
<th>Life Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>4</td>
<td>4</td>
<td>Not accepted</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

*Additional subject 1 and 2 must be minimum 4 (50%+)

**HS4.1.4 Curriculum**

<table>
<thead>
<tr>
<th>First year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module name</td>
</tr>
<tr>
<td>Semester one</td>
</tr>
<tr>
<td>Biochemistry</td>
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<tr>
<td>Sociology 1A</td>
</tr>
<tr>
<td>Sustainability Development &amp; Ecology</td>
</tr>
<tr>
<td>Introduction to Environmental Health</td>
</tr>
<tr>
<td>Computer Literacy</td>
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</table>
### Year modules

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>CETH1Y1</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>PHBH1Y1</td>
<td></td>
</tr>
<tr>
<td>Anatomy &amp; Physiology</td>
<td>APENV01</td>
<td></td>
</tr>
<tr>
<td>Microbiology</td>
<td>MCBH1Y1</td>
<td></td>
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<tr>
<td>Applied Communications Skills</td>
<td>COM1001</td>
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</table>

### Second year

<table>
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<tr>
<th>Module name</th>
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<th>Prerequisite code</th>
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</thead>
<tbody>
<tr>
<td>Research Methodology: Module A</td>
<td>RMENVA2</td>
<td>SOC1AA1, CSL01A1</td>
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</table>

### Year modules

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning for Built Environment</td>
<td>PFBEE02</td>
<td>SDEEH01</td>
</tr>
<tr>
<td>Food and Meat Hygiene</td>
<td>FMHEEH0</td>
<td>APENV01, MCBH1Y1</td>
</tr>
<tr>
<td>Infectious Disease Epidemiology</td>
<td>IDEEH02</td>
<td>MCBH1Y1</td>
</tr>
<tr>
<td>Community Development 1</td>
<td>CDENV02</td>
<td>COM1001, SOC1AA1</td>
</tr>
<tr>
<td>Environmental Pollution: Water, Waste and Air</td>
<td>EPWWA02</td>
<td>SDEEH01, ITENV01</td>
</tr>
<tr>
<td>Occupational Health and Safety: Physical Stress</td>
<td>OHSPS02</td>
<td>CETH1Y1, PHBH1Y1, APENV01</td>
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</table>

### Third year

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methodology: Biostatistics</td>
<td>RMBEH3</td>
<td>RMENVA2</td>
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</table>

### Year Modules

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
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</thead>
<tbody>
<tr>
<td>Environmental Epidemiology</td>
<td>EENPV03</td>
<td>IDEEH02</td>
</tr>
<tr>
<td>Environmental Health Management and Administration</td>
<td>EENPV03</td>
<td>CDENV02</td>
</tr>
<tr>
<td>Food Processing and Safety</td>
<td>FPSEH03</td>
<td>FMHEEH0</td>
</tr>
<tr>
<td>Occupational Health and Safety: Chemical / Biological</td>
<td>OHSCB03</td>
<td>OHSPS02</td>
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### Year Modules

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Quality Management</td>
<td>AQMEH04</td>
<td>WQAWM03</td>
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<tr>
<td>Disaster Management</td>
<td>DMENV04</td>
<td>FPSEH03, EEENV03</td>
</tr>
<tr>
<td>Management Practice</td>
<td>MPENV04</td>
<td>EHMAA03</td>
</tr>
<tr>
<td>Environmental Management (NEMA &amp; EMI)</td>
<td>EMNME04</td>
<td>OHSCB03, WQAWM03</td>
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<tr>
<td>Food Safety Management</td>
<td>FSMEH04</td>
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<tr>
<td>Occupational Health and Safety: Management Systems</td>
<td>OHSMS04</td>
<td>OHSCB03</td>
</tr>
<tr>
<td>Research Project</td>
<td>RPENV04</td>
<td>RMBEHB3</td>
</tr>
<tr>
<td>Water Quality and Waste Management</td>
<td>WQAWM04</td>
<td>WQAWM03</td>
</tr>
</tbody>
</table>

### HS4.2 BACCALAUREUS TECHNOLOGIAE: ENVIRONMENTAL HEALTH (609-1)

**Duration of programme:**
- Full-time: 1 Year
- Part-time: 2 Years

Old NQF level 7

The last intake for BTech Environmental Health is 2019 academic year.

### HS4.2.1 Purpose

Students qualifying for this qualification will be able to implement the principles of risk assessment and management in order to improve the health of the community and contribute to sustainable development. They will be able to evaluate the effectiveness and efficiency of control measures in order to make necessary improvements. In addition they will be able to apply research skills and interpret and apply legislation, regulations and policies related to environmental health and to advise/educate role players on specific issues. The EHP will function as a member of a multi-disciplinary team of health professional in accordance with the scope of profession. As such this person will be able to communicate effectively, foster entrepreneurship, uphold professional an environmental health ethics and manage human, financial and physical resources within their scope of practice.

### HS4.2.2 Outcomes

1. Manage environmental health risks within the natural, socio-economic, built and working environments within the scope of profession.
2. Demonstrate interpersonal relations, professional conduct and in terms of the ethical code.
3. Manage environmental health promotion programmes.
4. Manage environmental health services.
5. Conduct and participate in environmental health research.
6. Demonstrate project management skills.
HS4.2.3 Rules of access and admission requirements

A National Diploma: Environmental Health or an equivalent qualification at an equivalent standard as determined by a Status Committee.

Selection criteria

A National Diploma in Environmental Health and academic merit. A minimum of 60% is required in the NDip programme.

HS4.2.4 Pass requirements

Refer to the Academic Regulations of the University of Johannesburg.

HS4.2.5 Curriculum

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methods and Techniques: Environmental Health 4</td>
<td>RESE411</td>
<td>See rules of access and admission requirements</td>
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<tr>
<td>Management Practice 4</td>
<td>EMP21-1</td>
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<tr>
<td>Environmental Waste Management 4</td>
<td>EWM411</td>
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<tr>
<td>Occupational Health and Safety 4</td>
<td>OHS43-1</td>
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</tbody>
</table>

HS4.3 MAGISTER TECHNOLOGIAE: ENVIRONMENTAL HEALTH (841-1)

Duration of programme:
Full-time: Minimum 1 year and maximum 2 years
Part-time: Minimum 1 year and maximum 3 years
Old NQF level 8
Research dissertation 100%
The last intake for MTech Environmental Health is 2019 academic year.

HS4.3.1 Purpose

To provide students with the skills to conduct independent research through advanced problem solving skills, and the application of critical and reflective thinking in the field of Environmental health.

HS4.3.2 Outcomes

The student will be able to apply research, problem-solving, analytical, critical thinking and reflective skills to perform research and compile a research dissertation in a chosen field of specialisation.

HS4.3.3 Rules of access and admission requirements

A BTech: Environmental Health with an average of 65% or an equivalent qualification at an equivalent standard as determined by a Status Committee and approved by the Faculty Board.
Selection criteria

Selection is based on approval by the Faculty’s Research Committee.

HS4.3.4 Pass requirements

Refer to the Academic Regulations of the University of Johannesburg.

HS4.3.5 Curriculum

A research project and a dissertation:

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester one</td>
<td></td>
</tr>
<tr>
<td>Dissertation and Research Project: Environmental Health</td>
<td>RES8411</td>
</tr>
<tr>
<td>Semester two</td>
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</tr>
<tr>
<td>Dissertation and Research Project: Environmental Health</td>
<td>RES8412</td>
</tr>
</tbody>
</table>

HS4.4 MASTER OF PUBLIC HEALTH (M9EN2P)

Online Programme

Duration of programme:
Part-time: Minimum 2 year and maximum 4 years
New NQF level 9
Course work 50% and minor dissertation 50%

HS4.4.1 Purpose

The purpose of the programme is to qualify health professionals who at the end of the programme will have been empowered to analyse, strategise and offer solutions to challenges faced by Sub-Saharan countries including South Africa with respects to Environmental and Occupational threats and risks

HS4.4.2 Outcomes

On completion of this programme students will be able to:

1. Contextualise Public Health within the region and relevant countries’ health systems, with specific focus on environmental and occupational health.
2. Conduct health risk assessments and to enumerate, understand, mitigate and manage these risks.
3. Develop relevant epidemiology and research methodologies for local, regional environmental and occupational health risks.
4. Develop a knowledge of related health economies.
5. Unpack environmental and occupational disasters that have local and regional relevance as learning opportunities in primary, secondary and tertiary prevention situations.
6. Take strategic decisions within the context of environmental and occupational health domains.
**Rules of access and admission requirements**

The minimum admission requirement is a Bachelor's Degree at NQF 8 in a related Health Field e.g Environmental Health, Epidemiology, MbChB, Social Work, Physiotherapy, Nursing and other related equivalent qualification. Three to five years' work experience in the Health sector inclusive of management position, research and/or project management. Applications from persons with equivalent qualifications will be considered by a constituted status committee in line with the University’s and Faculty’s regulations.

**Selection criteria**

Selection is based on approval by the Faculty and programme co-ordinator. The selection of Master’s students will be done in accordance with rules and regulations of the Higher Degrees Committee of the University of Johannesburg as stipulated for inter-disciplinary programmes.

**Pass requirements**

Successful completion of the course work modules and minor dissertation. The MPH will only be offered on a part time basis over 2 years minimum and 4 years maximum.

**Curriculum**

<table>
<thead>
<tr>
<th>First year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module name</strong></td>
</tr>
<tr>
<td>Principle and Practice of Environmental Health A</td>
</tr>
<tr>
<td>Principle and Practice of Environmental Health B</td>
</tr>
<tr>
<td>Environmental Epidemiology, Biostatistics and Research Methodologies A</td>
</tr>
<tr>
<td>Environmental Epidemiology, Biostatistics and Research Methodologies B</td>
</tr>
<tr>
<td>Health Promotion and Health Behaviour</td>
</tr>
<tr>
<td>Environmental Health Risk and Impact Assessment</td>
</tr>
<tr>
<td>Emerging National and Continental Environmental Health Challenges</td>
</tr>
<tr>
<td>African Health System, Health and Environmental Politics and Management</td>
</tr>
<tr>
<td>Health Systems, Funding Modules and Health Economics</td>
</tr>
<tr>
<td>Minor-Dissertation: A</td>
</tr>
<tr>
<td>Minor-Dissertation: B</td>
</tr>
<tr>
<td>Minor-Dissertation: C</td>
</tr>
<tr>
<td>Minor-Dissertation: D</td>
</tr>
</tbody>
</table>
HS4.5  **DOCTOR TECHNOLOGIAE: ENVIRONMENTAL HEALTH (907-1)**

Duration of programme:
Full-time: Minimum 2 years and maximum 4 years
Part-time: Minimum 2 years and maximum 5 years
Old NQF level 8
Research thesis 100%
The last intake for DTech Environmental Health is 2019 academic year.

HS4.5.1 Purpose

To provide students with the skills to apply a high level of problem solving skills, and the application of critical and reflective thinking at the most advanced academic level culminating in the production of a thesis in the field of Environmental health.

HS4.5.2 Outcomes

The student will be able to apply high level problem solving; critical thinking, reflective and research skills in order to perform original research and compile a research report in a specialised area.

HS4.5.3 Rules of access and admission requirements

An MTech: Environmental Health or an equivalent qualification at an equivalent standard as determined by a Status Committee and approved by the Faculty Board.

Selection criteria

Selection is based on approval by the Department’s Research Committee.

HS4.5.4 Pass requirements

Refer to the Academic Regulations of the University of Johannesburg.

HS4.5.5 Curriculum

A research project and a thesis:

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor-Dissertation: E</td>
<td>EMDCEP2</td>
</tr>
<tr>
<td>Minor-Dissertation: F</td>
<td>EMDCFP2</td>
</tr>
<tr>
<td>Minor-Dissertation: G</td>
<td>EMDCGP2</td>
</tr>
<tr>
<td>Minor-Dissertation: H</td>
<td>EMDCHP2</td>
</tr>
<tr>
<td>Minor-Dissertation: I</td>
<td>EMDCIP2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Module name</strong></th>
<th><strong>Module code</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester one</strong></td>
<td></td>
</tr>
<tr>
<td>Research Project and Thesis: Environmental Health</td>
<td>RES9071</td>
</tr>
<tr>
<td><strong>Semester two</strong></td>
<td></td>
</tr>
<tr>
<td>Research Project and Thesis: Environmental Health</td>
<td>RES9072</td>
</tr>
</tbody>
</table>
HS5.0 **DEPARTMENT OF HOMOEOPATHY (COMPLEMENTARY MEDICINE)**

HS5.1 **MAGISTER TECHNOLOGIAE: HOMOEOPATHY (368)**

Duration of programme:
Full-time: 5 Years
Old NQF level 8
Course work 50% and minor dissertation 50%
The last intake for MTech Homoeopathy is 2019 academic year.

(Students start with a three year National Diploma (357-1) followed by a one year BTech (508-1) degree for administrative purposes. The qualification will only be awarded after the successful completion of the MTech degree. Only the final year of registration is on masters’ level).

HS5.1.1 **Purpose**

The purpose of this qualification is to provide the qualifying student (Homoeopathic practitioner) with the necessary knowledge, skills and competencies required to successfully consult, diagnose, treat, communicate holistic advice to and manage patients. They will fulfil these competencies within their function as primary contact practitioners, according to the scope of practice of a Homoeopath. In addition they will be competent to compound, dispense and prescribe homoeopathic medicines.

HS5.1.2 **Outcomes**

On completion of this programme the homoeopathic practitioner will be competent to practice as a healthcare provider within the community. The graduate will be eligible to register with the Allied Health Professions Council of South Africa.

HS5.1.3 **Rules of access and admission requirements**

A Senior Certificate with matriculation exemption, or an equivalent qualification at an equivalent standard as determined by a Status Committee, with the following:
Two of the following subjects:
1. Mathematics with at least a Higher Grade D or Standard Grade C symbol.
2. Physical Science with at least Higher Grade D or Standard Grade C symbol.
3. Biology with at least Higher Grade D or Standard Grade C symbol.

A National Senior Certificate (NSC) - APS Score with minimum requirements as shown below:
(Exclude Life Orientation when calculating APS)

<table>
<thead>
<tr>
<th>Minimum APS</th>
<th>Language of teaching and learning (English)</th>
<th>Mathematics</th>
<th>Mathematical Literacy</th>
<th>Physical Sciences</th>
<th>Life Sciences</th>
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<tbody>
<tr>
<td>25</td>
<td>5</td>
<td>4</td>
<td>Not accepted</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

*Additional subject 1 and 2 must be minimum 4 (50%+)
Selection criteria

Selection is based on:

1. Academic merit.
2. A personal interview.
3. Letters of recommendation from at least 2 practising doctors of Homoeopathy.
4. Letter of recommendation from the Homoeopathic Clinic, Health Training Centre, UJ.
5. Completion of a homoeopathy assignment.

HS5.1.4 Pass requirements

1. Students are promoted:
   a. To full second-year status if they have passed all the first-year modules.
   b. To full third-year status if they have passed all the second-year modules.
2. The pass mark for all clinical/practical modules is 60% from the third year of study.
3. Students must pass a minimum of 3 modules in the first year of study to qualify for readmission to the first year.
4. Students may enrol for a module in the following year, provided that:
   a. They have passed the prerequisite module.
   b. They have passed both the theory and practical final summative assessments in a module comprising a theory and a practical component.
5. Students retain credit for all modules passed.
6. Students must pass all components of the module(s) to obtain credit for the module(s).
7. Students may not register for module combinations that lead to timetable clashes.
8. 100% attendance of and participation in the practical and clinical components are compulsory. If students fail to comply with this requirement, they may fail the practical component of that module and be required to repeat it.
9. If students fail any third or fourth year module(s), they must repeat all the practical/clinical modules of the respective year. The practical and theoretical components are assessed in an integrated manner and students will therefore be required to repeat and pass the module(s) in entirety, as indicated in the relevant learner guide. If students fail to comply with this requirement, they may not be promoted to the following year of study.
10. If students fail any module(s) in the fifth year, they must repeat all the practical/clinical modules (excluding the entrance OSCE). The practical and theoretical components are assessed in an integrated manner and students will therefore be required to repeat and pass the module(s) in entirety, as indicated in the relevant learner guide.
11. Students will be required to complete a stipulated clinical component (in line with CHE and Professional Board requirements) prior to conferment of degree. All students are required to complete a research minor dissertation for conferment of the qualification which will be weighted as 50% of the Masters year.
## Curriculum

### First year

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year modules</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology 1</td>
<td>ANA11-1</td>
<td>See admission requirements.</td>
</tr>
<tr>
<td>Chemistry 1 CH Theory</td>
<td>CET1YHT</td>
<td></td>
</tr>
<tr>
<td>Chemistry 1 CH Practical</td>
<td>CET1YHP</td>
<td></td>
</tr>
<tr>
<td>Physics 1A Theory</td>
<td>PHY1YFT</td>
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<tr>
<td>Physics 1 Practical</td>
<td>PHY1YFP</td>
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<tr>
<td>Biology 1</td>
<td>BIO111</td>
<td></td>
</tr>
<tr>
<td>Philosophy Principles and History 1</td>
<td>WBG11-1</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>SHCZ111</td>
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</table>

### Second year

<table>
<thead>
<tr>
<th>Module name</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester one</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immunology 2</td>
<td>GEPB212</td>
<td></td>
</tr>
</tbody>
</table>

| **Semester two**                               |             |                                        |
| Epidemiology 2                                 | GEPA212     |                                        |
| Biochemistry 2                                 | HCB211      | CET1YHT CET1YHP                       |

<p>| <strong>Year modules</strong>                               |             |                                        |
| Anatomy 2                                      | ANA221      | ÆNA11-1                                |
| Medical Microbiology                           | MCB2YMM     | BIO111                                 |
| Physiology 2                                  | FIS211      | ANA11-1                                |
| Materia Medica 2                               | HMMA311     | WBG11-1                                |</p>
<table>
<thead>
<tr>
<th>Semester one</th>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Pathology 2</td>
<td>GPA211</td>
<td>ANA221, FIS211, GEPA212, GEPB212, HCB211, MCB2YMM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester two</th>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Systemic Pathology 3</td>
<td>HSP31-1</td>
<td>ANA221, HCB211, GEPA212, GEPB212, MCB2YMM, FIS211</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year modules</th>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Diagnostics 3</td>
<td>DIA311H</td>
<td>ANA221, HCB211, GEPA212, GEPB212, MCB2YMM, FIS211</td>
</tr>
<tr>
<td></td>
<td>Psychopathology 2</td>
<td>HPP21-1</td>
<td>SHCZ111, HMMA311</td>
</tr>
<tr>
<td></td>
<td>Materia Medica 3</td>
<td>HMM311</td>
<td>ANA221, HCB211, GEPA212, GEPB212, MCB2YMM, FIS211, HMMA311, PHY1YFT, PHY1YFP</td>
</tr>
<tr>
<td></td>
<td>Auxiliary Therapeutics 3</td>
<td>HAT31-1</td>
<td>WBG11-1, HMMA311</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth year</th>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year modules</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>First Aid Course (Level 3)</td>
<td>FAC111H</td>
<td>For fourth year modules, all modules for the first, second and third years.</td>
</tr>
<tr>
<td></td>
<td>Diagnostics 4</td>
<td>DIA411H</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical Homoeopathy 4</td>
<td>KHP411</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homoeopharmaceutics 4</td>
<td>HMF41-1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materia Medica 4</td>
<td>HMM411</td>
<td></td>
</tr>
<tr>
<td>Module name</td>
<td>Module code</td>
<td>Prerequisite code</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>Practice Management and Jurisprudence</td>
<td>PMJ111H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Homoeopathy 5</td>
<td>PHC511</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materia Medica 5</td>
<td>PMM511</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor Dissertation &amp; Research: Homoeopathy (S1)</td>
<td>RES368A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor Dissertation &amp; Research: Homoeopathy (S2)</td>
<td>RES368B</td>
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<td></td>
</tr>
</tbody>
</table>

HS5.2 **DOCTOR TECHNOLOGIAE: HOMOEOPATHY (908)**

Duration of programme:
- Full-time: Minimum 2 years and maximum 4 years
- Part-time: Minimum 2 years and maximum 5 years

Old NQF level 8
Research thesis 100%
The last intake for DTech Homoeopathy is 2019 academic year.

HS5.2.1 **Purpose**

The purpose of this qualification is to provide the qualifying student with advanced analytical problem-solving and reflective competencies as a homoeopathic practitioner, and to act as a leader within the homoeopathic research field. This will be achieved by making an original contribution to the knowledge content of homoeopathy through independent research.

HS5.2.2 **Outcomes**

On completion of this programme the homoeopathic practitioner will be competent to conduct, present/publish and supervise accredited homoeopathic research, as an expert within the field.

HS5.2.3 **Rules of access and admission requirements**

An MTech: Homoeopathy or an equivalent qualification at an equivalent standard as determined by a Status Committee and approved by the Faculty Board.

**Selection criteria**

Selection is based on approval by the Faculty’s Research Committee.

HS5.2.4 **Pass requirements**

Refer to the Academic Regulations of the University of Johannesburg.
## HS5.2.5 Curriculum

A research project and a thesis:

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester one</td>
<td></td>
</tr>
<tr>
<td>Research Project and Thesis: Homoeopathy</td>
<td>RES9081</td>
</tr>
<tr>
<td>Semester two</td>
<td></td>
</tr>
<tr>
<td>Research Project and Thesis: Homoeopathy</td>
<td>RES9082</td>
</tr>
</tbody>
</table>

## HS6.0 DEPARTMENT OF MEDICAL IMAGING AND RADIATION SCIENCES (MIRS)

### HS6.1 BACHELOR OF DIAGNOSTIC RADIOGRAPHY (B9M01Q)

**Duration of programme:**
- Full time only: 4 Years
- New NQF level 8

Work integrated learning (WIL) is incorporated into the employment contract with the respective clinical training centre.

### HS6.1.1 Purpose

The purpose of the qualification is to develop a competent professional, who has thorough grounding in the knowledge and skills required for Diagnostic Radiography and who has gained experience in applying such knowledge and skills in accredited workplaces.

Successful completion of this qualification will entitle the student to register with the Health Professions Council of South Africa (HPCSA) as a Diagnostic Radiographer.

### HS6.1.2 Outcomes

After completion of the programme, the student will be able to:

1. Perform routine and specialized radiographic procedures to produce images of diagnostic quality.
2. Access, organize and present information applicable to the radiography context in order to record, retrieve and communicate patient data.
3. Evaluate the quality of routine and specialized radiographic images and perform image interpretation to identify normal and abnormal appearances.
4. Plan, develop and apply total quality management appropriate to the diagnostic radiography context.
5. Perform safe and effective patient care in accordance with the patient's needs and departmental protocol to provide a quality service and to maintain the welfare of the patient.
6. Apply the principles of human rights, ethics and relevant medical law which ensure the well-being of the patient.
7. Apply the principles, specific knowledge, skills and values related to one of the chosen electives as listed.
8. Conduct research.
Rules of access and admission requirements

A Senior Certificate or an equivalent qualification at an equivalent standard as determined by a Faculty Status Committee, with the following Subjects:

- Mathematics with a higher Grade D or standard grade C symbol.
- Physical Science with a higher grade D or standard grade C symbol and
- Biology with a higher grade C or standard grade B symbol or
- Physiology with a higher grade C or standard grade B symbol.

A National Senior Certificate - APS Score with minimum requirements as shown below:

<table>
<thead>
<tr>
<th>Minimum APS</th>
<th>Language of teaching and learning</th>
<th>Mathematics</th>
<th>Mathematical Literacy</th>
<th>Life Sciences</th>
<th>Physical Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 with Mathematics</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>29 with Mathematical Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The applicant must have either Life Sciences or Physical Sciences.
* Additional subject 1 and 2 must be minimum 4 (50%+)

NB:
- Academic merit will take precedence, therefore preference will be given to applicants who have Mathematics, Life Sciences and Physical Science.
- All other subjects to be at least a level 4.
- A level 3 would be accepted for either the 1 other recognized / official South African language or the 1 other subject from group B provided all other criteria are met.

Pass requirements

1. Student retain credits for all modules passed except where requirement 2 applies;
2. If a student fails any module in any level of study, he/she forfeits the credits for the Diagnostic Clinical Practice Module for that level of study but retain credits for all other modules passed;
3. Students may enrol for a module in the following year of study provided that they have passed the prerequisite module/s;
4. Students may not register for module combinations that lead to timetable clashes. The Department will make the final decision as to the modules for which the student may register.
5. Students are promoted:
   5.1 to the second year of study if they have passed all the first-year modules;
   5.2 to the third year of study if they have passed all the second-year modules;
   5.3 to the fourth year of study if they have passed all the third-year modules.
6. To be admitted to any module in the second or third academic year of study, and progress to the following year of study, students must have passed at least 60% of the modules in the previous year of study;
7. Students must pass at least 3 out of the 6 modules in the first year of study in order to qualify for readmission to the first year of study;
8. A range of assessment strategies and weightings, as laid out in the relevant module’s learning guide, explains the continuous assessment criteria specified for promotion to the next year of study.
HS6.1.5 Specific rules and regulations for Medical Imaging and Radiation Sciences students

1. Students must familiarize themselves with the internal rules and regulations of the Department of Medical Imaging and Radiation Sciences. These rules and regulations, as set out in the Departmental policy document, are binding.
2. The programme is not offered as a limited contact or distance learning programme. Students who elect to leave the country will be unable to continue with their studies.
3. All students are required to complete a minimum number of clinical hours / competencies as stipulated by the HPCSA at the time.

HS6.1.6 Curriculum

<table>
<thead>
<tr>
<th>First year</th>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Modules</td>
<td></td>
<td></td>
<td>See admission requirements</td>
</tr>
<tr>
<td>Anatomy and Physiology 1</td>
<td>ANP01Y1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Physics</td>
<td>APP01Y1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnostic Clinical Practice 1</td>
<td>DCP01Y1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnostic Practice 1</td>
<td>DIP01Y1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imaging Technology 1</td>
<td>IMT01Y1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Practice</td>
<td>PRP01Y1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathology</td>
<td>PTY01Y1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second year</th>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year modules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology 2</td>
<td>ANP01Y2</td>
<td>ANP01Y1 PTY01Y1</td>
<td></td>
</tr>
<tr>
<td>Diagnostic Clinical Practice 2</td>
<td>DCP01Y2</td>
<td>DIP01Y1 DCP01Y1</td>
<td></td>
</tr>
<tr>
<td>Diagnostic Practice 2</td>
<td>DIP01Y2</td>
<td>DIP01Y1 DCP01Y1</td>
<td></td>
</tr>
<tr>
<td>Imaging Technology 2</td>
<td>IMT01Y2</td>
<td>IMT01Y1 APP01Y1</td>
<td></td>
</tr>
<tr>
<td>Professional Practice and Research Principles</td>
<td>PRR01Y2</td>
<td>PRP01Y1</td>
<td></td>
</tr>
<tr>
<td>Third year</td>
<td></td>
<td></td>
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<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Module name</strong></td>
<td><strong>Module code</strong></td>
<td><strong>Prerequisite code</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Year Modules</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnostic Clinical Practice 3</td>
<td>DCP01Y3</td>
<td>DIP01Y2, DCP01Y2</td>
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<tr>
<td>Diagnostic Practice 3</td>
<td>DIP01Y3</td>
<td>DIP01Y2, DCP01Y2</td>
<td></td>
</tr>
<tr>
<td>Management Principles and Practice</td>
<td>MPP01Y3</td>
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<td></td>
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<tr>
<td>Research Methods</td>
<td>REM01Y3</td>
<td>PRR01Y2</td>
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<tr>
<td>Specialized Diagnostic Practice 3</td>
<td>SDP01Y3</td>
<td>DIP01Y2, DCP01Y2</td>
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<tr>
<td><strong>Fourth Year</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module name</strong></td>
<td><strong>Module code</strong></td>
<td><strong>Prerequisite code</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Year Modules</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>DIP01Y4</td>
<td>DIP01Y3, DCP01Y3</td>
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<tr>
<td>Radiographic Management Strategies</td>
<td>RMS01Y4</td>
<td>MPP01Y3</td>
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<tr>
<td>Research Project 4</td>
<td>RPR01Y4</td>
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<td>SDP01Y4</td>
<td>SDP01Y3, DIP01Y3, DCP01Y3</td>
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<td><strong>Choose one of the following elective module</strong></td>
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<td></td>
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<tr>
<td>Education in Health</td>
<td>EIH01Y4</td>
<td>SDP01Y3, DIP01Y3, DCP01Y3</td>
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<tr>
<td><strong>OR</strong></td>
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<td>IMT01Y4</td>
<td>SDP01Y3, DIP01Y3, DCP01Y3</td>
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</tr>
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</table>
HS6.2 BACHELOR OF DIAGNOSTIC ULTRASOUND (B9M03Q)
Duration of programme:
Full time only: 4 Years
New NQF level 8
Work integrated learning (WIL) is incorporated into the employment contract with the respective clinical training centre.

HS6.2.1 Purpose
The purpose of the qualification is to develop a competent professional, who has a thorough knowledge and the skills required for the profession of Diagnostic Ultrasound and who has gained experience in applying such knowledge and skills in accredited workplaces.

Successful completion of this qualification will entitle the student to register with the Health Professions Council of South Africa (HPCSA) as a Sonographer.

HS6.2.2 Outcomes
After completion of the programme, the student will be able to:

1. Demonstrate the knowledge of natural and life sciences and pathology that enables application in the clinical field.
2. Assess and perform patient care in a manner which ensures that the patient's welfare is maintained.
3. Apply the principles of human rights, ethics and medical law which ensure the well-being of the patient.
4. Perform the sonographic protocols and procedures to produce optimum quality images in the specified areas of diagnostic ultrasound.
5. Critically assess the sonographic images and apply pattern recognition to determine aberrant appearances in keeping with pathology.
6. Apply the ultrasound specific measures which ensure that the health and safety of patients, self and colleagues are maintained.
7. Plan, develop and apply total quality management appropriate to the sonographic context.
8. Demonstrate research skills and foster a research climate in Ultrasound imaging.

HS6.2.3 Rules of access and admission requirements
A Senior Certificate or an equivalent qualification at an equivalent standard as determined by a Faculty Status Committee, with the following Subjects:

- Mathematics with a higher Grade D or standard grade C symbol.
- Physical Science with a higher grade D or standard grade C symbol and
- Biology with a higher grade C or standard grade B symbol or
- Physiology with a higher grade C or standard grade B symbol.
A National Senior Certificate - APS Score with minimum requirements as shown below:
(Exclude Life Orientation when calculating APS)

<table>
<thead>
<tr>
<th>Minimum APS</th>
<th>Language of teaching and learning</th>
<th>Mathematics</th>
<th>Mathematical Literacy</th>
<th>Life Sciences</th>
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</tr>
</thead>
<tbody>
<tr>
<td>27 with Mathematics 29 with Mathematical Literacy</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

* The applicant must have either Life Sciences or Physical Sciences.

*Additional subject 1 and 2 must be minimum 4 (50%+)

NB:
- Academic merit will take precedence, therefore preference will be given to applicants who have Mathematics, Life Sciences and Physical Science.
- All other subjects to be at least a level 4.
- A level 3 would be accepted for either the 1 other recognized / official South African language or the 1 other subject from group B provided all other criteria are met.

**HS6.2.4 Pass requirements**

1. Student retain credits for all modules passed except where requirement 2 applies;
2. If a student fails any module in any level of study, he/she forfeits the credits for the Diagnostic Ultrasound Clinical Practice Module for that level of study but retain credits for all other modules passed;
3. Students may enrol for a module in the following year of study provided that they have passed the prerequisite module/s;
4. Students may not register for module combinations that lead to timetable clashes. The Department will make the final decision as to the modules for which the student may register.
5. Students are promoted:
   5.1 to the second year of study if they have passed all the first-year modules;
   5.2 to the third year of study if they have passed all the second-year modules;
   5.3 to the fourth year of study if they have passed all the third-year modules.
6. To be admitted to any module in the second or third academic year of study, and progress to the following year of study, students must have passed at least 60% of the modules in the previous year of study;
7. Students must pass at least 3 out of the 6 modules in the first year of study in order to qualify for readmission to the first year of study;
8. A range of assessment strategies and weightings, as laid out in the relevant module’s learning guide, explains the continuous assessment criteria specified for promotion to the next year of study.

**HS6.2.5 Specific rules and regulations for Medical Imaging and Radiation Sciences students**

1. Students must familiarize themselves with the internal rules and regulations of the Department of Medical Imaging and Radiation Sciences. These rules and regulations, as set out in the Departmental policy document, are binding.
2. The programme is not offered as a limited contact or distance learning programme. Students who elect to leave the country will be unable to continue with their studies.
3. All students are required to complete a minimum number of clinical hours / competencies as stipulated by the HPCSA at the time.
## Curriculum

### First year

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Modules</strong></td>
<td></td>
<td>See admission requirements</td>
</tr>
<tr>
<td>Anatomy and Physiology 1</td>
<td>ANP01Y1</td>
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<tr>
<td>Applied Physics</td>
<td>APP01Y1</td>
<td></td>
</tr>
<tr>
<td>Imaging Technology 1</td>
<td>IMT02Y1</td>
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<td>Professional Practice</td>
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<td>Pathology</td>
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### Second year

<table>
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<td><strong>Year modules</strong></td>
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<td>Professional Practice and Research Principles</td>
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<td>USP01Y1</td>
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<td>UCP01Y1</td>
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<td>UCP01Y1</td>
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<tr>
<td></td>
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<td>PRP01Y1</td>
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<td>IMT02Y1</td>
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<td></td>
<td>APP01Y1</td>
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### Third year

<table>
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<th>Module name</th>
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<tbody>
<tr>
<td><strong>Year Modules</strong></td>
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<tr>
<td>Applied Psychology</td>
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<td>UPI01Y2</td>
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**Fourth Year**

<table>
<thead>
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<th>Module name</th>
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<tbody>
<tr>
<td>Radiographic Management</td>
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<td>Research Project 4</td>
<td>RPR01Y4</td>
<td>REM01Y3</td>
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<td>Ultrasound Practice 4</td>
<td>USP01Y4</td>
<td>USP01Y3 UCP01Y3</td>
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**Choose one of the following elective module**

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
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</thead>
<tbody>
<tr>
<td>Education in Health</td>
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<td>USP01Y3 UCP01Y3</td>
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<td>SUS01Y3</td>
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<td>OR</td>
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<tr>
<td>Imaging Informatics</td>
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**HS6.3 BACHELOR OF NUCLEAR MEDICINE TECHNOLOGY (B9M02Q)**

Duration of programme:
Full time only: 4 Years
New NQF level 8
Work integrated learning (WIL) is incorporated into the employment contract with the respective clinical training centre.

**HS6.3.1 Purpose**

The purpose of the qualification is to develop a competent professional nuclear medicine technologist who has thorough grounding in the knowledge and skills required for Nuclear Medicine Technology and who has gained experience in the application of such knowledge and skills in accredited workplaces.
Successful completion of this qualification will entitle the student to register with the Health Professions Council of South Africa (HPCSA) as a Nuclear Medicine Technologist.

HS6.3.2 Outcomes

After completion of the programme, the student will be able to:

1. Apply principles of human rights, ethics and relevant medical law to ensure the well-being of the patient.
2. Perform a range of conventional and specialized nuclear medicine imaging procedures in order to facilitate diagnosis and treatment of the patient.
3. Operate and ensure quality functioning of all nuclear medicine instrumentation to provide the best diagnostic capability of the instruments.
4. Function in a type 'B' radiopharmacy laboratory to safely dispense radiopharmaceuticals for nuclear medicine imaging procedures.
5. Perform a range of in-vitro and in-vivo non-imaging nuclear medicine procedures in a type 'C' radiopharmacy laboratory.
6. Assure quality of all aspects of a nuclear medicine investigation and the service provided.
7. Plan, develop and apply total quality management appropriate to the nuclear medicine context.
8. Demonstrate research skills and foster a research climate in nuclear medicine.
9. Apply the principles, specific knowledge, skills and values related to the chosen elective subject.

HS6.3.3 Rules of access and admission requirements

A Senior Certificate or an equivalent qualification at an equivalent standard as determined by a Faculty Status Committee, with the following Subjects:

- Mathematics with a higher Grade D or standard grade C symbol.
- Physical Science with a higher grade D or standard grade C symbol and
- Biology with a higher grade C or standard grade B symbol or
- Physiology with a higher grade C or standard grade B symbol.

A National Senior Certificate - APS Score with minimum requirements as shown below:

(Exclude Life Orientation when calculating APS)

<table>
<thead>
<tr>
<th>Minimum APS</th>
<th>Language of teaching and learning</th>
<th>Mathematics</th>
<th>Mathematical Literacy</th>
<th>Life Sciences</th>
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</tr>
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<tbody>
<tr>
<td>27 with Mathematics 29 with Mathematical Literacy</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

* The applicant must have either Life Sciences or Physical Sciences.
*Additional subject 1 and 2 must be minimum 4 (50%+)

NB:
- Academic merit will take precedence, therefore preference will be given to applicants who have Mathematics, Life Sciences and Physical Science.
- All other subjects to be at least a level 4.
- A level 3 would be accepted for either the 1 other recognized / official South African language or the 1 other subject from group B provided all other criteria are met.
HS6.3.4 Pass requirements

1. Student retain credits for all modules passed except where requirement 2 applies;
2. If a student fails any module in any level of study, he/she forfeits the credits for the Nuclear Medicine Clinical Practice Module for that level of study but retain credits for all other modules passed;
3. Students may enrol for a module in the following year of study provided that they have passed the prerequisite module/s;
4. Students may not register for module combinations that lead to timetabled clashes. The Department will make the final decision as to the modules for which the student may register.
5. Students are promoted:
   5.1 to the second year of study if they have passed all the first-year modules;
   5.2 to the third year of study if they have passed all the second-year modules;
   5.3 to the fourth year of study if they have passed all the third-year modules.
6. To be admitted to any module in the second or third academic year of study, and progress to the following year of study, students must have passed at least 60% of the modules in the previous year of study;
7. Students must pass at least 3 out of the 6 modules in the first year of study in order to qualify for readmission to the first year of study;
8. A range of assessment strategies and weightings, as laid out in the relevant module’s learning guide, explains the continuous assessment criteria specified for promotion to the next year of study.

HS6.3.5 Specific rules and regulations for Medical Imaging and Radiation Sciences students

1. Students must familiarize themselves with the internal rules and regulations of the Department of Medical Imaging and Radiation Sciences. These rules and regulations, as set out in the Departmental policy document, are binding.
2. The programme is not offered as a limited contact or distance learning programme. Students who elect to leave the country will be unable to continue with their studies.
3. All students are required to complete a minimum number of clinical hours / competencies as stipulated by the HPCSA at the time.

HS6.3.6 Curriculum

<p>| First year |
|------------------------|------------------------|------------------------|
| Module name               | Module code            | Prerequisite code       |
| Year Modules               |                        |                        |
| Anatomy and Physiology 1 | ANP01Y1                | See admission requirements |
| Applied Physics            | APP01Y1                |                        |
| Nuclear Medicine Clinical Practice 1 | NCP01Y1 |                        |
| Nuclear Medicine Practice 1 | NMP01Y1                |                        |
| Professional Practice      | PRP01Y1                |                        |
| Pathology                  | PTY01Y1                |                        |
| Radiopharmacy 1            | RPY01Y1                |                        |</p>
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<tr>
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<th>Prerequisite code</th>
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<td>Nuclear Medicine Clinical Practice 2</td>
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<td>NMP01Y1 NCP01Y1 RPY01Y1</td>
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<td>Nuclear Medicine Instrumentation</td>
<td>NMI01Y2</td>
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<td>NMP01Y2</td>
<td>NMP01Y1 NCP01Y1 RPY01Y1</td>
</tr>
<tr>
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<td>Professional Practice and Research Principles</td>
<td>PRR01Y2</td>
<td>PRP01Y1</td>
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<td>Radiopharmacy 2</td>
<td>RPY01Y2</td>
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<td>Year Modules</td>
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<tr>
<td></td>
<td>Management Principles and Practice</td>
<td>MPP01Y3</td>
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<tr>
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<td>Nuclear Medicine Clinical Practice 3</td>
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<tr>
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<td>Nuclear Medicine Practice 3</td>
<td>NMP01Y3</td>
<td>NMP01Y2 NCP01Y2 RPY01Y2</td>
</tr>
<tr>
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<td>Research Methods</td>
<td>REM01Y3</td>
<td>PRR01Y2</td>
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<tr>
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<td>Radiopharmacy 3</td>
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<table>
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<td><strong>Year Modules</strong></td>
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<tr>
<td>Nuclear Medicine Practice 4</td>
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<tr>
<td>Radiographic Management</td>
<td>RGM01Y4</td>
<td>MPP01Y3</td>
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<tr>
<td>Research Project 4</td>
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<tr>
<td>Radiopharmacy 4</td>
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<tr>
<td><strong>Choose one of the following module:</strong></td>
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</tr>
<tr>
<td>Education in Health</td>
<td>EIH01Y4</td>
<td>NMP01Y3, NCP01Y3</td>
</tr>
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<td></td>
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<tr>
<td>Imaging Informatics</td>
<td>IMT01Y4</td>
<td>NMP01Y3, NCP01Y3</td>
</tr>
</tbody>
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**HS6.4**  
**BACHELOR OF RADIATION THERAPY (B9M04Q)**  
**Duration of programme:** Full time only: 4 Years  
**New NQF level 8**  
Work integrated learning (WIL) is incorporated into the employment contract with the respective clinical training centre.

**HS6.4.1** **Purpose**

The purpose of the qualification is to develop a professional radiation therapist who is competent in the knowledge and skills required for Radiation Therapy and has gained experience in applying such knowledge and skills in accredited workplaces.

Successful completion of this qualification will entitle the student to register with the Health Professions Council of South Africa (HPCSA) as a Radiation Therapist.

**HS6.4.2** **Outcomes**

After completion of the programme, the student will be able to:

1. Apply the principles of human rights, ethics and relevant medical law which ensure the well-being of the patient.
2. Demonstrate a critical understanding and application of quality assurance and radiation protection in a Radiation Therapy division.
3. Apply scientific knowledge and technical skills to perform radiation oncology laboratory techniques and procedures.
5. Perform radiotherapy procedures competently to ensure optimal treatment planning.
6. Apply scientific knowledge and professional skills to perform therapeutic procedures for accurate delivery of the radiation treatment prescribed.
7. Plan, develop and apply total quality management appropriate to the radiation therapy context.
8. Demonstrate research skills and foster a research climate in radiation therapy.
9. Apply the principles, specific knowledge, skills and values related to the chosen elective subject.

**HS6.4.3 Rules of access and admission requirements**

A Senior Certificate or an equivalent qualification at an equivalent standard as determined by a Faculty Status Committee, with the following Subjects:

- Mathematics with a higher Grade D or standard grade C symbol.
- Physical Science with a higher grade D or standard grade C symbol and
- Biology with a higher grade C or standard grade B symbol or
- Physiology with a higher grade C or standard grade B symbol.

A National Senior Certificate - APS Score with minimum requirements as shown below:

**(Exclude Life Orientation when calculating APS)**

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<th>Physical Sciences</th>
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<tbody>
<tr>
<td>27 with Mathematics 29 with Mathematical Literacy</td>
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<td>4</td>
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<td>4</td>
</tr>
</tbody>
</table>

* The applicant must have either Life Sciences or Physical Sciences.

*Additional subject 1 and 2 must be minimum 4 (50%+)

**NB:**
- Academic merit will take precedence, therefore preference will be given to applicants who have Mathematics, Life Sciences and Physical Science.
- All other subjects to be at least a level 4.
- A level 3 would be accepted for either the 1 other recognized / official South African language or the 1 other subject from group B provided all other criteria are met.

**HS6.4.4 Pass requirements**

1. Student retain credits for all modules passed except where requirement 2 applies;
2. If a student fails any module in any level of study, he/she forfeits the credits for the Radiation Therapy Clinical Practice Module for that level of study but retain credits for all other modules passed;
3. Students may enrol for a module in the following year of study provided that they have passed the prerequisite module/s;
4. Students may not register for module combinations that lead to timetable clashes. The Department will make the final decision as to the modules for which the student may register.
5. Students are promoted:
   5.1 to the second year of study if they have passed all the first-year modules;
5.2 to the third year of study if they have passed all the second-year modules;
5.3 to the fourth year of study if they have passed all the third-year modules.

6 To be admitted to any module in the second or third academic year of study, and progress to the following year of study, students must have passed at least 60% of the modules in the previous year of study;
7 Students must pass at least 3 out of the 6 modules in the first year of study in order to qualify for readmission to the first year of study;
8 A range of assessment strategies and weightings, as laid out in the relevant module’s learning guide, explains the continuous assessment criteria specified for promotion to the next year of study.

**HS6.4.5 Specific rules and regulations for Medical Imaging and Radiation Sciences students**

1. Students must familiarize themselves with the internal rules and regulations of the Department of Medical Imaging and Radiation Sciences. These rules and regulations, as set out in the Departmental policy document, are binding.
2. The programme is not offered as a limited contact or distance learning programme. Students who elect to leave the country will be unable to continue with their studies.
3. All students are required to complete a minimum number of clinical hours / competencies as stipulated by the HPCSA at the time.

**HS6.4.6 Curriculum**

<table>
<thead>
<tr>
<th>First year</th>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Modules</strong></td>
<td></td>
<td></td>
<td>See admission requirements</td>
</tr>
<tr>
<td></td>
<td>Anatomy and Physiology 1</td>
<td>ANP01Y1</td>
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</tr>
<tr>
<td></td>
<td>Applied Physics</td>
<td>APP01Y1</td>
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<td>Personal Practice</td>
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<tr>
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<td>Treatment Planning &amp; Dosimetry 1</td>
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<td>Anatomy and Physiology 2</td>
<td>ANP01Y2</td>
<td>ANP01Y1 PTY01Y1</td>
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<td></td>
<td>Professional Practice and Research Principles</td>
<td>PRR01Y2</td>
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<td>RTP01Y1 RTC01Y1</td>
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<td><strong>Prerequisite code</strong></td>
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<td>RTP01Y4</td>
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<tr>
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<td>Education in Health</td>
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<td>RTP01Y3 RTC01Y3</td>
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</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
<td></td>
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<tr>
<td>Imaging Informatics</td>
<td>IMT01Y4</td>
<td>RTP01Y3 RTC01Y3</td>
<td></td>
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</table>
HS6.5  BACCALAUREUS TECHNOLOGIAE: RADIOGRAPHY: DIAGNOSTIC (523-1)

Duration of programme:
Part-time: 2 Years
Full-time: 1 Year

Note: Some lectures will be offered on a Saturday.
Old NQF level 7
The last intake for BTech Radiography: Diagnostic is 2019 academic year.

HS6.5.1 Purpose

The purpose of the qualification is to develop a graduate, competent in the knowledge and skills required for the profession of Diagnostic Radiography. This qualification enables the student to competently analyse, integrate and apply scientific, theoretical and clinical knowledge combined with practical experience in order to perform advanced and specialised radiographic procedures and to solve abstract problems in Diagnostic Radiography. They will also be able to apply management and research skills, access information and work independently in a supervisory capacity.

HS6.5.2 Outcomes

After completion of this programme the student will be able to:
1. Perform routine, advanced and specialised radiographic procedures, using the latest technology.
2. Evaluate the quality of routine and specialised radiographic images and perform image interpretation in order to identify normal and abnormal appearances.
3. Perform safe and compassionate patient care to ensure that a quality service is provided and the welfare of the patient is maintained.
4. Apply Health and Safety regulations, human rights and ethics in the performance of radiography to ensure personal and public safety.
5. Apply management principles applicable to an X-ray department in order to manage resources in such a way as to provide and maintain a quality, professional service.
6. Evaluate the merits of new developments and apply them when applicable.
7. Demonstrate research skills and foster a research climate in diagnostic radiography.

HS6.5.3 Rules of access and admission requirements

1. A National Diploma: Radiography, or an equivalent qualification at an equivalent standard as determined by a Status Committee.
2. Applicants holding a two-year Diploma in Radiography must apply for status for admission to the B.Tech Degree.
3. Two years’ experience in Clinical Diagnostic Radiography is recommended.

Selection criteria

Selection is based on academic merit (>60% average at diploma level).

HS6.5.4 Pass requirements

1. Students retain credit for all modules passed.
2. A range of assessment strategies and weightings, as laid out in the relevant learning guides, will explain continuous assessment criteria for promotion to the next year of study.
## HS6.5 Curriculum

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Principles and Practice 4</td>
<td>BBM441</td>
<td>See rules of access and admission requirements</td>
</tr>
<tr>
<td>Research Methods and Techniques 4</td>
<td>RESR411</td>
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<tr>
<td>Diagnostic Imaging Techniques 4</td>
<td>RPP441A</td>
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</tr>
<tr>
<td>Diagnostic Management Strategies 4</td>
<td>RPP441B</td>
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</tbody>
</table>

## HS6.6 BACCALAUREUS TECHNOLOGIAE: RADIOGRAPHY: THERAPY (525-1)

**Duration of programme:**
- Part-time: 2 Years
- Full-time: 1 Year

**Note:** Some lectures may be offered on a Saturday

Old NQF level 7

The last intake for BTech Radiography: Therapy is 2019 academic year.

## HS6.6.1 Purpose

The purpose of the qualification is to develop a student, competent in the knowledge and skills required for a management position in the profession of Radiation Therapy. This qualification enables the student to critically analyse latest developments in radiotherapy in order to develop and review radiotherapy protocols.

## HS6.6.2 Outcomes

After completion of this programme the student will be able to:

1. Apply a detailed knowledge of advanced radiotherapy treatment planning and specialised techniques in order to adapt to changes in the dynamic field of radiation oncology and participate in the development and review of radiotherapy protocols.
2. Apply management principles applicable to a radiotherapy health care facility in order to manage resources in such a way as to provide and maintain a quality, professional service to oncology patients.
3. Evaluate the merits of new developments and apply them when applicable to the radiotherapy setting.
4. Participate in and conduct research relevant to the Health Care setting.

## HS6.6.3 Rules of access and admission requirements

1. A National Diploma: Radiography: Therapy, or an equivalent qualification at an equivalent standard as determined by a Status Committee.
2. Applicants holding a two-year Diploma in Radiography must apply for status for admission to the B Tech Degree.

### Selection criteria

Selection is based on academic merit (>60% average at diploma level)
HS6.4 **Pass requirements**

1. Students retain credit for maximum of 7 years all modules passed.
2. Students may not register for module combinations that lead to timetable clashes.
3. A range of assessment strategies and weightings as laid out in the relevant learning guide, will explain continuous assessment criteria for promotion to the next year of study.

HS6.5 **Curriculum**

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year modules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management Principles and Practice 4</td>
<td>BBM441</td>
<td>All National Diploma: Therapy modules</td>
</tr>
<tr>
<td>Research Methods and Techniques 4</td>
<td>RESR411</td>
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<tr>
<td>Treatment Planning and Specialised Techniques 4</td>
<td>RPT411A</td>
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</tr>
<tr>
<td>Oncological Management Strategies 4</td>
<td>RPT411B</td>
<td></td>
</tr>
</tbody>
</table>

HS6.7 **MAGISTER TECHNOLOGIAE: RADIOGRAPHY (532-1)**

Duration of programme:
Full-time: Minimum 1 year and maximum 2 years
Part-time: Minimum 1 year and maximum 3 years
Old NQF level 8
Research dissertation 100%
The last intake for MTech Radiography is 2019 academic year.

HS6.7.1 **Purpose**

This qualification is intended for persons who will make a contribution to knowledge generation, through independent research. Graduates in this programme will display advanced problem solving skills, critical and reflective thinking during the research process and present their findings in a report which meets the accepted criteria and principles of the profession. The research problem, its justification, process and outcome is reported in dissertation which complies with the generally accepted norms for research at that level. In this way it will make a contribution to the existing body of knowledge for radiography ranging from fundamental concepts to advance theoretical or applied knowledge which will develop and advance the profession of Radiography.

HS6.7.2 **Outcomes**

Apply research, problem-solving, analytical and critical thinking and reflective skills to perform research and compile a research dissertation/report in their chosen field of specialisation.

HS6.7.3 **Rules of access and admission requirements**

BTech Radiography or equivalent qualification with an average of 65%. Selection is based on approval by the Faculty’s Research Committee.
HS6.7.4 **Pass requirements**
Refer to the Academic Regulations of the University of Johannesburg.

HS6.7.5 **Curriculum**

<table>
<thead>
<tr>
<th>Module</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester one</strong></td>
<td></td>
</tr>
<tr>
<td>Dissertation and Research Project: Radiography</td>
<td>RES5321</td>
</tr>
<tr>
<td><strong>Semester two</strong></td>
<td></td>
</tr>
<tr>
<td>Dissertation and Research Project: Radiography</td>
<td>RES5322</td>
</tr>
</tbody>
</table>

**HS6.8**

**DOCTOR TECHNOLOGIAE: RADIOGRAPHY (533-1)**

Duration of programme:
Full-time: Minimum 2 years and maximum 4 years
Part-time: Minimum 2 years and maximum 5 years
Old NQF level 8
Research thesis 100%
The last intake for DTech Radiography is 2019 academic year.

**HS6.8.1 Purpose**

The student who successfully completes this qualification will be able to apply higher level problem solving skills and critical, reflective thinking at the most advanced academic levels culminating in the production of a thesis which meets the accepted criteria and ethical principles of the academic institution. In this way they will make an original and meaningful contribution to the existing body of knowledge for science and technology and supervise lower level research students.

**HS6.8.2 Outcomes**

Apply high level problem solving, critical thinking, reflective and research skills in order to perform original research and compile a research report/thesis in a specialised field of technology/radiography.

**HS6.8.3 Rules of access and admission requirements**

An MTech: Radiography or an equivalent qualification with an average of 65% or at an equivalent standard as determined by the Status Committee and approved by the Faculty Board. Selection is based on approval by the Faculty’s Research Committee.

**HS6.8.4 Pass requirements**

Refer to the Academic Regulations of the University of Johannesburg.
HS6.8.5 Curriculum

<table>
<thead>
<tr>
<th>Module</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester one</td>
<td></td>
</tr>
<tr>
<td>Research Project and Thesis: Radiography</td>
<td>RES5331</td>
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<td>Semester two</td>
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<tr>
<td>Research Project and Thesis: Radiography</td>
<td>RES5332</td>
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</table>

HS7.0 DEPARTMENT OF NURSING

HS7.1 BACCALAUREUS CURATIONIS (BCU101)

Duration of programme:
- Full-time: 4 Years
- Old NQF level 7
- The last intake for Undergraduate BCur is 2019 academic year.

HS7.1.1 Purpose

The primary purpose of this qualification is to develop the intellectual and practical competencies of the qualifying student and to facilitate her/his professional values to promote the health of the individual, family, group and community as a beginner professional nursing practitioner and generalist nurse clinician and midwife and as a member of the health team through her/his clinical, managerial, educational and research skills. The qualification serves as a foundation for further learning. This qualification shall lead to registration as a nurse (general, psychiatric, community and midwife) with SANC.

HS7.1.2 Outcome

1. Apply and execute the scientific principles of comprehensive nursing/midwifery care as a general, community, psychiatric nurse and midwife.
2. Apply and justify the principle of research and science-based problem-solving.

HS7.1.3 Rules of access and admission requirements

At entrance level, the prospective student should hold a Further Education Certificate (level 4), with full exemption.

Owing to the limited number of clinical learning facilities, the following two additional selection criteria shall also apply:

A National Senior Certificate (NSC) - APS Score with minimum requirements as shown below:

(Exclude Life Orientation when calculating APS)

<table>
<thead>
<tr>
<th>Minimum APS</th>
<th>Language of learning and teaching (English)</th>
<th>Mathematics</th>
<th>Mathematical Literacy</th>
<th>Physical Sciences</th>
<th>Life Sciences</th>
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<tbody>
<tr>
<td>27</td>
<td>5</td>
<td>4</td>
<td>Not accepted</td>
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</table>

*Additional subject 1 must be minimum 5 (60%+) and subject 2 must be minimum 4 (50%+)*
Specific selection criteria for this programme.

1. Be registered as a Student Nurse with SANC (South African Nursing Council: Regulatory body)

Note:

Admission requirements for clinical/practical examinations: students should comply with the clinical/practical formative assessment requirements and the completion of the specified clinical/practical assignments/workbooks/timesheets. Students should demonstrate the achievement of the formative clinical / practical outcomes. The rules and regulations stipulated in the BCur policy will apply and are binding.

HS7.1.4 Pass requirements

The following are applicable, apart from the specific module entrance requirements:
A range of assessment strategies and outcomes as stipulated in the relevant learner guide will apply for promotion to the next level year of study.
To register for the next year of study the student must pass at least 60% and prerequisite modules of the modules from the preceding year curriculum. The theoretical and clinical modules both has to be passed to proceed to the next year of study.

HS7.1.5 Curriculum

<table>
<thead>
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<th>First year</th>
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</thead>
<tbody>
<tr>
<td><strong>Module name</strong></td>
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<tr>
<td>Semester one</td>
</tr>
<tr>
<td>Fundamental Nursing Science Module1</td>
</tr>
<tr>
<td>Sociology 1A</td>
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<tr>
<td>Psychology 1A</td>
</tr>
<tr>
<td>Human Anatomy 1A</td>
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<tr>
<td>Human Physiology 1A</td>
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<td>Semester two</td>
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<tr>
<td>Fundamental Nursing Science Module 2 &amp; 3</td>
</tr>
<tr>
<td>Psychology 1B</td>
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<tr>
<td>Human Anatomy 1B</td>
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<td>Human Physiology 1A</td>
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<td>Communication Nursing Science: Module 1 &amp; 2</td>
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### Second year

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<td>FVK1A10</td>
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<td>Module 1 &amp; 2</td>
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<td>FVK1A20</td>
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<tr>
<td>Module 3</td>
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<td>Basic Pharmacology in Nursing:</td>
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<tr>
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<tr>
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<td><strong>Semester one</strong></td>
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<td>Module 8</td>
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### Fourth year

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<td>VPK1C50, VPK1D70</td>
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<tr>
<td>Module 3 &amp; 4</td>
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<td>VPK2A10, VPK2B30</td>
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**Semester two**

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<td>VPK1C50, VPK1D70</td>
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<tr>
<td>Module 3 &amp; 4</td>
<td>VPK4C50</td>
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<td>Module 5 &amp; 6</td>
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<td>Module 8</td>
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<td>VPK3B30, VPK3C50, VPK3D70</td>
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</tbody>
</table>

**HS7.2**

**FURTHER NATIONAL HIGHER DIPLOMA: ADVANCED MIDWIFERY AND NEONATAL NURSING SCIENCE (FND011)**

Duration of programme:

Full-time: 2 Years

Old NQF level 6

The last intake for FNHD in Advance Midwifery and Neonatal Nursing Science is 2019 academic year.

**HS7.2.1 Purpose**

The primary purpose of this qualification is to provide the qualifying student (the professional nursing practitioner) with the further development of her/his intellectual, practical and reflective competencies/abilities (knowledge, skills, attitudes and values) as an advanced midwife and neonatal nurse (clinical nurse specialist) to promote the health of the individual, family, group and community as an active member of the intersectoral, multi-professional and multi-disciplinary health teams. This qualification shall lead to registration as a post-basic advanced midwife and neonatal nurse with the SANC.

**HS7.2.2 Outcome**

1. Apply, execute the scientific principles of advanced clinical nursing practice (in the elective clinical field).
2. Advanced monitoring of the medication programme and appropriate adjustment thereof.

**HS7.2.3 Rules of access and admission requirements**

**Entrance level**

A minimum of 360 approved credits (level 6) shall be required for admission to this programme, together with proof of registration as a general nurse and midwife with the SANC.

or

A Diploma in Nursing Science (three-year diploma at level 6, with a minimum of 360 approved credits), and proof of registration as a general nurse and midwife with the SANC.
**Additional professional requirements**

The student must be appointed in a full-time clinical post at a University of Johannesburg approved and a SANC accredited health service/organization for the duration of the clinical modules (commencing on registration, until successful completion), in accordance with the regulatory requirements of the SANC.

On commencement of the programme, the student must furnish proof of:

1. Registration/licensing with the SANC on commencement of each academic year.
2. Admission to a clinical training facility approved by the SANC for University of Johannesburg.
3. Her/his professional indemnity; and
4. A signed agreement from the unit manager and preceptor for the practical component.

**Note:**

Admission requirement for clinical/practical examinations: students should comply with the clinical/practical formative assessment requirements and the completion of the specified clinical/practical assignment/workbooks/timesheets. Students should demonstrate the achievement of the formative clinical/practical outcomes.

**HS7.2.4 Pass requirements**

An approved period for completion of a diploma (2 years full-time) and degree (3 years full-time) exists. All students should complete their **practical modules within two years** after the period for completion of their programme. Refer to the Academic Regulations of the University of Johannesburg.

**HS7.2.5 Curriculum**

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<tr>
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<tr>
<td><strong>Module name</strong></td>
<td><strong>Module code</strong></td>
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<td><strong>Semester one</strong></td>
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<tr>
<td>Professional Nursing Science 1A</td>
<td>PNS01A1</td>
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<tr>
<td>Post-Basic Pharmacology in Nursing 1A</td>
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<td><strong>Semester two</strong></td>
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</tr>
<tr>
<td>Post-Basic Pharmacology in Nursing 1B</td>
<td>FAR02B2</td>
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<td><strong>Second year</strong></td>
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<tr>
<td><strong>Module name</strong></td>
<td><strong>Module code</strong></td>
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<tr>
<td><strong>Year modules</strong></td>
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<td>Advanced Midwifery and Neonatal Nursing Modules 1 &amp; 2</td>
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<td>Advanced Midwifery and Neonatal Nursing Modules 3 &amp; 4</td>
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</table>
Advanced Midwifery and Neonatal Nursing Modules 5 & 6 | VNV2057
Advanced Midwifery and Neonatal Nursing Module 7 | VNV2077
Advanced Midwifery and Neonatal Nursing Module 8 | VNV2087

**HS7.3 FURTHER NATIONAL HIGHER DIPLOMA: COMMUNITY HEALTH NURSING SCIENCE (FND016)**  
**Duration of programme:**  
Full-time: 2 Years  
Old NQF level 6  
The last intake for FNHD in Community Health Nursing Science is 2019 academic year.

**HS7.3.1 Purpose**

The primary purpose of this qualification is to provide the qualifying student (the professional nursing practitioner) with the further development of her/his intellectual, practical and reflective competencies/abilities (knowledge, skills, attitudes and values) as a clinical community nursing practitioner (clinical nurse specialist) to promote the health of the individual, family, group and community as an active member of the intersectoral, multi-professional and multidisciplinary health teams.

**HS7.3.2 Outcome**

1. Apply, execute the scientific principles of advanced clinical nursing practice (in the elective clinical field).  
2. Advanced monitoring of the medication programme and appropriate adjustment thereof.

**HS7.3.3 Rules of access and admission requirements Entrance level**

A minimum of 360 approved credits (level 6) are required for admission to this programme, together with current proof of registration with SANC as a general nurse and midwife.

Or

A diploma in Nursing Science (three year diploma at level 6, with a minimum of 360 approved credits), and proof of registration with SANC as a General Nurse and Midwife or Psychiatric Nurse and community health nurse.

**Additional professional requirements**

The student must be appointed in a full-time clinical post at a UJ approved and a SANC accredited health service/organization for the duration of the clinical modules (commencing on registration, until successful completion), in accordance with the regulatory requirements of the SANC.

On commencement of the programme, the student must furnish proof of:

1. Registration/licensing with the SANC on commencement of each academic year.  
2. Admission to a clinical training facility approved by the SANC for University of Johannesburg; and  
3. Her/his professional indemnity.
Note:

Admission requirement for clinical/practical examinations: students should comply with the clinical/practical formative assessment requirements and the completion of the specified clinical/practical assignments/workbooks/timesheets. Students should demonstrate the achievement of the formative clinical/practical outcomes.

HS7.3.4 Pass requirements

An approved period for completion of a diploma (2 years full-time) and degree (3 years full-time) exists. All students should complete their **practical modules within two years** after the period for completion of their programme. Refer to the Academic Regulations of the University of Johannesburg.

HS7.3.5 Curriculum

<table>
<thead>
<tr>
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<tr>
<td><strong>Module name</strong></td>
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<td><strong>Semester two</strong></td>
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<td>Post-Basic Pharmacology in Nursing 1B</td>
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<tr>
<td><strong>Module name</strong></td>
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<td><strong>Year modules</strong></td>
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<td>Community Health Nursing Science Module 8</td>
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HS7.4 **FURTHER NATIONAL HIGHER DIPLOMA: MEDICAL AND SURGICAL NURSING SCIENCE: CRITICAL NURSING (GENERAL) (FND015)**

Duration of programme:
Full-time: 2 Years
Old NQF level 6
The last intake for FNHD in Medical and Surgical Nursing Science is 2019 academic year.

HS7.4.1 **Purpose**

The primary purpose of this qualification is to provide the qualifying student (the professional nursing practitioner) with the further development of her/his intellectual, practical and reflective competencies/abilities (knowledge, skills, attitudes and values) as a clinical medical and surgical nurse practitioner (clinical nurse specialist) to promote the health of the individual, family, group and community as an active member of the intersectoral, multi-professional and multi-disciplinary health teams. This qualification shall lead to registration as a Medical and Surgical Nursing Science: Critical care (general) nurse with the SANC.

HS7.4.2 **Outcome**

1. Apply/execute the scientific principles of advanced clinical nursing practice (in the elective clinical field).
2. Advanced monitoring of the medication programme and appropriate adjustment thereof.

HS7.4.3 **Rules of access and admission requirements Entrance level**

A minimum of 360 approved credits (level 6) are required for admission to this programme, together with proof of registration as a general nurse with the SANC.

or

A Diploma in Nursing Science (three-year diploma at level 6, with a minimum of 360 approved credits), and proof of registration with SANC as a general nurse.

**Additional professional requirements**

The student must be appointed in a full-time clinical post at a University of Johannesburg approved and a SANC accredited health service/organization for the duration of the clinical modules (commencing on registration, until successful completion), in accordance with the regulatory requirements of the SANC.

On commencement of the programme, the student must furnish proof of:

1. Registration/licensing with the SANC on commencement of each academic year.
2. Admission to a clinical training facility approved by the SANC for University of Johannesburg; and,
3. Her/his professional indemnity.
4. At least one year’s experience in an intensive care unit.
5. A signed agreement from the unit manager and preceptor for the practical component.
6. Approval from hospital managers to do the course and rotate through different units as indicated in practical component.
Note:

Admission requirement for clinical/practical examinations: students should comply with the clinical/practical formative assessment requirements and the completion of the specified clinical/practical assignments/workbooks/timesheets. Students should demonstrate the achievement of the formative clinical/practical outcomes.

HS7.4.4 Pass requirements

An approved period for completion of a diploma (2 years full-time) and degree (3 years full-time) exists. Refer to the Academic Regulations of the University of Johannesburg.

HS7.4.5 Curriculum

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<td>Post-Basic Pharmacology in Nursing 1A</td>
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<td>Semester two</td>
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<tr>
<td>Post-Basic Pharmacology in Nursing 1B</td>
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<td>Module name</td>
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<td>Module name</td>
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<td>Medical Surgical Nursing Science: Critical Care Module 8</td>
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HS7.5 FURTHER NATIONAL HIGHER DIPLOMA: OCCUPATIONAL HEALTH NURSING (FND013)

Duration of programme:
Full-time: 2 Years
Old NQF level 6
The last intake for FNHD in Occupational Health Nursing is 2019 academic year.

HS7.5.1 Purpose

The primary purpose of this qualification is to provide the qualifying student (the professional nursing practitioner) with the further development of her/his intellectual, practical and reflective competencies/abilities (knowledge, skills, attitudes and values), as an advanced clinical occupational health nurse practitioner (clinical nurse specialist) to promote the health of the individual, family, group and community as an active member of the intersectoral, multi-professional and multidisciplinary health teams. This qualification shall lead to registration as an occupational health nurse with SANC.

HS7.5.2 Outcome

1. Apply/execute the scientific principles of advanced clinical nursing practice (in the elective clinical field).
2. Advanced monitoring of the medication programme and appropriate adjustment thereof.

HS7.5.3 Rules of access and admission requirements Entrance level:

A minimum of 360 approved credits (level 6) are required for admission to this programme, together with proof of registration as a general nurse with the SANC.

or

A Diploma in Nursing Science (three-year diploma at level 6, with a minimum of 360 approved credits), and proof of registration as a general nurse with the SANC.

Additional professional requirements

The student must be appointed in a full-time clinical post at a University of Johannesburg-approved and a SANC accredited health service/organization for the duration of the clinical modules (commencing on registration, until successful completion), in accordance with the regulatory requirements of SANC.

On commencement of the programme, the student must furnish proof of:

1. Registration with the SANC on commencement of each academic year.
2. Admission to a clinical training facility approved by the SANC for University of Johannesburg; and
3. Her/his professional indemnity.

Note:

Admission requirement for clinical/practical examinations: students should comply with the clinical/practical formative assessment requirements and the completion of the specified clinical/practical assignments/workbooks/timesheets. Students should demonstrate the achievement of the formative clinical/practical outcomes.
HS7.5.4 Pass requirements

An approved period for completion of a diploma (2 years full-time) and degree (3 years full-time) exists. All students should complete their practical modules within two years after the period for completion of their programme. Refer to the Academic Regulations of the University of Johannesburg.

HS7.5.5 Curriculum

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<tr>
<th>First year</th>
<th>Module name</th>
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<td>Occupational Health Nursing Science Modules 3 And 4</td>
<td>GGB2037</td>
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<td>Occupational Health Nursing Science Modules 5 And 6</td>
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H5.2 FURTHER NATIONAL HIGHER DIPLOMA: PRIMARY HEALTH CARE: CLINICAL NURSING, DIAGNOSIS, TREATMENT AND CARE (FND014)

Duration of programme:
- Full-time: 2 Years
- Old NQF level 6

The last intake for FNHD in Primary Health Care Clinical Nursing is 2019 academic year.

HS7.6.1 Purpose

The primary purpose of this qualification is to provide the qualifying student (the professional nursing practitioner) with the further development of her/his intellectual, practical and reflective competencies/abilities (knowledge, skills, attitudes and values) as a primary health care clinical nurse practitioner to promote the health of the individual, family, group and community, as an active member of the intersectoral, multi professional and multi-disciplinary health teams. This qualification shall lead to registration as a post-basic primary health care nurse with the SANC.

HS7.6.2 Outcomes

1. Apply/execute the scientific principles of advanced clinical nursing practice (in the elective clinical field).
2. Advanced monitoring of the medication programme and appropriate adjustment thereof.

HS7.6.3 Rules of access and admission requirements

Entrance level

A minimum of 360 approved credits (level 6) are required for admission to this programme, together with proof of registration as a general nurse, midwifery and community health nurse with the SANC.

or

A Diploma in Nursing Science (three-year diploma at level 6, with a minimum of 360 approved credits) and proof of registration as a general nurse, midwifery and community health nurse with the SANC.

Additional professional requirements

The student must be appointed in a full-time clinical post at a University of Johannesburg approved and a SANC accredited health service/organization for the duration of the clinical modules (commencing on registration, until successful completion), in accordance with the regulatory requirements of the SANC.

On commencement of the programme, the student must furnish proof of:

1. Registration with the SANC on commencement of each academic year.
2. Admission to a clinical training facility approved by the SANC for University of Johannesburg; and,
3. Her/his professional indemnity, proof of indemnity for patient consultation with clinical instructors and preceptors.
4. At least two years’ experience as a registered nurse.
5. Signed documentation by the preceptor (with relevant qualification as a registered PHCN and practicing as one) as proof of clinical guidance for the duration of study.
(2nd year component of the course core modules).
6. A preceptor (with a specific applicable qualification) must be appointed for each student.

**Note:**

Admission requirement for clinical/practical examinations: students should comply with the clinical/practical formative assessment requirements and the completion of the specified clinical/practical assignments/workbooks/timesheets. Students should demonstrate the achievement of the formative clinical/practical outcomes.

**HS7.6.4 Pass requirements**

An approved period for completion of a diploma (2 years full-time) exists. All students should complete their clinical workbook within the same year of study for completion of their programme.
Refer to the Academic Regulations of the University of Johannesburg.

**HS7.6.5 Curriculum**

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<td>Primary Health Care: Workbook and Case Studies</td>
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<td>Primary Health Care: Clinical Nursing Diagnosis, Treatment And Care Paper 1</td>
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<tr>
<td>Primary Health Care: Clinical Nursing Diagnosis, Treatment And Care Paper 3</td>
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</table>
HS7  FURTHER NATIONAL HIGHER DIPLOMA: NURSING ADMINISTRATION (VVA011)

Duration of programme:
Full-time: 1 Year
Old NQF level 6
The last intake for FNHD in Nursing Administration is 2019 academic year.

HS7.7.1 Purpose

The primary purpose of this qualification is to provide the qualifying student (the professional nursing practitioner) with the further development of her/his intellectual, practical and reflective competencies/abilities (knowledge, skills, attitudes and values) as a nursing service manager to promote the health of the individual, family, group and community as an active member of the intersectoral, multi-professional and multi-disciplinary health teams. This qualification shall lead to registration as a nurse administrator with the SANC.

HS7.7.2 Outcome

The execution and evaluation of a nursing unit and nursing service management programme.

HS7.7.3 Rules of access and admission requirements

Entrance level

A Diploma in Nursing Science (three-year diploma at level 6, with a minimum of 360 approved credits), and proof of registration as a general nurse with the SANC.

HS7.7.4 Pass requirements

An approved period for completion of a diploma (1 year full-time) exists. Refer to the Academic Regulations of the University of Johannesburg.

HS7.7.5 Curriculum

<table>
<thead>
<tr>
<th>Module name</th>
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<td>Professional Nursing Science 2A</td>
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<td><strong>Semester two</strong></td>
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<td>Human Resource Management 1B:</td>
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<td>Research Methodology Module 1</td>
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</table>
HS7.8 **FURTHER NATIONAL HIGHER DIPLOMA: NURSING EDUCATION (VVO011)**

Duration of programme:
- Full-time: 1 Year
- Old NQF level 6

The last intake for FNHD in Nursing Education is 2019 academic year.

HS7.8.1 **Purpose**

The primary purpose of this qualification is to provide the qualifying learner (the professional nursing practitioner) with the further development of her/his intellectual, practical and reflective competencies/abilities (knowledge, skills, attitudes and values) as a nurse educator to promote the health of the individual, family, group and community as an active member of the intersectoral, multi-professional and multi-disciplinary health teams. This qualification shall lead to registration as a nurse educator with the SANC.

HS7.8.2 **Outcome**

Executive and evaluate a relevant nursing/health education programme.

HS7.8.3 **Rules of access and admission requirements Entrance level**

A minimum of 360 approved credits (level 6) are required for admission to this programme, together with proof of registration as a general with the SANC.

or

A Diploma in Nursing Science (three-year diploma at level 6, with a minimum of 360 approved credits), and proof of registration as a general nurse with the SANC.

HS7.8.4 **Pass requirements**

An approved period for completion of a diploma (1 year full-time) exists. Refer to the Academic Regulations of the University of Johannesburg.

HS7.8.5 **Curriculum**

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**HS7.9 BACCALAUREUS CURATIONIS (EDUCATIONIS ET ADMINISTRATIONIS)**

Duration of programme:
Full-time: 3 Years
Old NQF level 7
The last intake for BCur Ed et Admin is 2019 academic year.

With specialisation choices in the following:
1. Advanced Midwifery and Neonatal Nursing Science (BCU116)
2. Community Health Nursing Science (BCU113)
3. Medical and Surgical Nursing Science: Critical Care Nursing General (BCU114)
4. Occupational Health Nursing Science (BCU110)
5. Primary Health Care Clinical Nursing; Diagnosis, Treatment and Care (BCU111)

NOTE: A student must select his/her specialisation in the first year of study. If he/she wants to change this specialisation at a later stage it can only be done with written approval from the Head of the Department.

**HS7.9.1 Purpose**

The primary purpose of this qualification is to provide the qualifying student (the professional nursing practitioner) with the further development of her/his intellectual, practical and reflective competencies/abilities (knowledge, skills, attitudes and values) as a nursing service manager, nurse educator and advanced clinical practitioner (clinical nurse specialist) to promote the health of the individual, family, group and community as an active member of the intersectoral, multi-professional and multi-disciplinary health teams. This qualification shall lead to registration with the SANC as a nurse administrator, nurse educator and post-basic clinical nurse (in accordance with the clinical elective).

**HS7.9.2 Outcome**

The specific abilities (knowledge, skills, values and attitudes) that learners should demonstrate in passing the major subjects of this qualification are as follows:
1. Organisational and executive nursing/health service management.
2. Higher education practice within the nursing profession at a Nursing College, University or Technikon.
3. Community nursing care practice: promotion, maintenance and restoration of the
health of the individual, family and community, as members of the intersectoral and multidisciplinary health team.

4. Proven commitment (values) towards community development and lifelong learning by means of engagement in private study, peer group study, independent and collective research and community projects.

**HS7.9.3 Rules of access and admission requirements**

A minimum of 360 approved credits (level 6) are required for admission to this programme, together with proof of registration with the SANC as a general nurse.

A prospective student should hold:

A Further Education Certificate at level 4 with matriculation exemption.

or

A Diploma in Nursing Science (three-year diploma at level 6, with a minimum of 360 approved credits); should be able to furnish proof of registration with the SANC as a general nurse. The student shall be conditionally registered for the programme during the first year, provided that exemption is granted by the South African Matriculation Board in accordance with the application procedure and policies.

**Additional selection criteria**

The following additional selection criteria shall pertain to the clinical elective specialities:

1. **Advanced Midwifery and Neonatal Nursing Science (BCU116)**

If the student selected Advanced Midwifery and Neonatal Nursing Science as her/his clinical elective speciality, proof of registration as a midwife with the SANC is required. The student must be appointed in an approved full-time and permanent midwifery post on registration for the clinical elective modules, until the course is successfully completed. A signed agreement from the unit manager and preceptor for the practical component.

2. **Community Health Nursing Science (BCU113)**

The student must be registered with the SANC as a general nurse and midwife or psychiatric nurse if male. The student needs to have access to University of Johannesburg and SANC approved Community Health Care clinical facilities. The student must be appointed in a full-time clinical post at a University of Johannesburg and an approved SANC accredited health service/organization for the duration of the clinical modules (commencing on registration, until successful completion) in accordance with the regulatory requirements of the SANC. Student must be registered as registered nurse and midwife with SANC.

3. **Medical and Surgical Nursing Science: Critical Care Nursing (General) (BCU114)**

On commencement of the programme, the student must furnish proof of:

1. Registration/licensing with the SANC on commencement of each academic year.
2. Admission to a clinical training facility approved by the SANC for University of Johannesburg; and,
3. Her/his professional indemnity.
4. At least one year’s experience in an intensive care unit.
5. A signed agreement from the unit manager and preceptor for the practical
component.
6. Approval from hospital managers to do the course and rotate through different units as indicated in practical component.

4. **Occupational Health Nursing Science (BCU110)**

The student must be registered with the SANC as a general nurse, midwife and community health nurse. The student needs to have access to University of Johannesburg and SANC approved Occupational Health Care clinical facilities. Student must be registered as registered nurse, midwife and community nurse with SANC.

5. **Primary Health Care Clinical Nursing: Diagnosis, Treatment and Care (BCU111)**

The student must be registered with the SANC as a general nurse, midwife and community health nurse. The student needs to have access to University of Johannesburg and SANC approved Primary Health Care clinical facilities. A signed agreement from the unit manager and preceptor for the practical component. Student must be registered as registered nurse, midwife and community nurse with SANC.

**Additional professional requirements**

The student must be appointed in a full-time clinical post at a University of Johannesburg and an approved SANC accredited health service/organization for the duration of the clinical elective modules (commencing on registration, until successful completion thereof), in accordance with the regulatory requirements of the SANC for the clinical/elective choice.

During the course of the programme, the student must furnish proof of:

1. Registration/licensing with the SANC on commencement of each academic year.
2. Admission to a clinical learning facility approved by the SANC for University of Johannesburg.
3. Her/his professional indemnity.

**Note:**

Admission requirements for clinical/practical examinations: students should comply with the clinical/practical formative assessment requirements and the completion of the specified clinical/practical assignments/workbooks/timesheets. Students should demonstrate the achievement of the formative clinical/practical outcomes. Should a candidate already hold a diploma in a specialty obtained at UJ, he/she could receive credit for certain courses not older than seven years. **Specialty obtained elsewhere will not be credited.** Only in exceptional circumstances may the Executive Dean grant exemption from an exit-level final year or semester core module (major module) that has been passed at another institution or in another programme.

**HS7.9.4 Pass requirements**

An approved period for completion of a diploma (1 year for diploma in Nursing Administration and Education) and (2 years full-time with specialty) and degree (3 years full-time) exists. All students should complete their **practical modules within two years** after the period for completion of their programme. Refer to the Academic Regulations of the University of Johannesburg.
## Curriculum

### First year

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
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<tr>
<td>Semester one</td>
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<tr>
<td>Human Resource Management 1A</td>
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<tr>
<td>Professional Nursing Science 1A</td>
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<tr>
<td>Professional Nursing Science 2B</td>
<td>PNS02A1</td>
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<td>Professional Nursing Science 2D Mod 1 &amp; 2</td>
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<tr>
<td>Human Resource Management 1B</td>
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<td>Professional Nursing Science 2C Module 1</td>
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<td>Professional Nursing Science 2C Practical</td>
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### Second year

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<td>Professional Nursing Science 2A</td>
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<td>Professional Nursing Science 3A</td>
<td>PNS03A2</td>
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<tr>
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<td>Research Methodology Module 1</td>
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<td>Research Proposal Module 2</td>
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In the third year any of the following modules according to the specialisation selected in the first year:

<table>
<thead>
<tr>
<th>Third year (BCU113)</th>
<th>Module name</th>
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<tbody>
<tr>
<td>Module name</td>
<td>Module code</td>
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<tr>
<td>Year modules</td>
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<td>Community Health Nursing Science Modules 3 &amp; 4</td>
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<td>Community Health Nursing Science Modules 8</td>
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<thead>
<tr>
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<td>Semester one</td>
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| Year modules        | Medical and Nursing Science Critical Care Module 3 & 4 | MCV2037 |
|                     | Medical and Nursing Science Critical Care Module 5 & 6 | MCV2057 |
|                     | Medical and Nursing Science Critical Care Module 7   | MCV2077 |
|                     | Medical and Nursing Science Critical Care Module 8   | MCV2087 |

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<tr>
<th>Third year (BCU116)</th>
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<tbody>
<tr>
<td>Module name</td>
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<tr>
<td>Year modules</td>
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<td>Advanced Midwifery and Neonatal Nursing Modules 5 &amp; 6</td>
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<tr>
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<td>Occupational Health Nursing Science Modules 3 &amp; 4</td>
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<tr>
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### Third year (BCU111)

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<td>Primary Health Care: Diagnosis, Treatment And Care Paper 1</td>
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<td>Primary Health Care: Diagnosis, Treatment And Care Paper 2</td>
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<tr>
<td>Primary Health Care: Diagnosis, Treatment And Care Paper 3</td>
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</table>

### HS7.10  
**MASTER OF NURSING SCIENCE IN COMMUNITY HEALTH NURSING SCIENCE (M9N02Q)**

**Duration of programme:**
- Full-time: Minimum 1 year and maximum 2 years
- Part-time: Minimum 1 year and maximum 3 years

**New NQF level 9, 180 NQF credits (HEQF aligned)**
**Research dissertation 100%**

### HS7.10.1 Purpose

The primary purpose of this qualification is to develop the intellectual and practical competencies of the qualifying student and to facilitate her/his professional values to promote the health of the individual, family, group and community as a specialist, leader and consultant in and as a member of the nursing/midwifery/health team through her/his research, professional and clinical abilities. This qualification serves as a basis for advanced learning.

### HS7.10.2 Outcome

Practice as an advanced clinical nurse specialist, leader, consultant and researcher.

### HS7.10.3 Rules of access and admission requirements

At entrance level, the prospective student should have a Bachelor's degree with a minimum of 480 approved credits at NQF level 8.
Additional selection criteria

1. A minimum of 65% in the core modules in the undergraduate qualification in which the student intends to obtain the master’s degree.
2. Proof of registration as a general and community health nurse with the SANC.
3. A candidate must be appointed in an approved full-time post as a nursing practitioner for the duration of the clinical programme.

Specific selection criterion
Registration at SANC as a community nurse.

HS7.10.4 Pass requirements
The general regulations for master’s degrees are applicable to this qualification.

HS7.10.5 Curriculum
A dissertation on an approved topic

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
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HS7.11 MASTER OF NURSING SCIENCE IN COMMUNITY HEALTH NURSING SCIENCE: OCCUPATIONAL HEALTH NURSING SCIENCE (M9N04Q)

Duration of programme:
Full-time: Minimum 1 year and maximum 2 years
Part-time: Minimum 1 year and maximum 3 years
New NQF level 9, 180 NQF credits (HEQF aligned)
Research dissertation 100%

HS7.11.1 Purpose

The primary purpose of this qualification is to develop the intellectual and practical competencies of the qualifying student and to facilitate her/his professional values to promote the health of the individual, family, group and community as a specialist, leader and consultant in and as a member of the nursing/midwifery/health team through her/his research, professional and clinical abilities. This qualification serves as a basis for advanced learning.

HS7.11.2 Outcome

Practice as an advanced clinical nurse specialist, leader, consultant and researcher.

HS7.11.3 Rules of access and admission requirements
At entrance level, the prospective student should have a Bachelor’s degree with a minimum of 480 approved credits at level 8.
Additional selection criteria

A minimum 65% in the core modules in the undergraduate qualification in which the student intends to obtain the master’s degree. Proof of registration as a general and occupational health nurse with the SANC. A candidate must be appointed in an approved full-time post as a nursing practitioner for the duration of the clinical programme.

Specific selection criterion

Registration as SANC as an occupational health nurse.

Note:

Admission requirements for clinical/practical examinations: students should comply with the clinical/practical formative assessment requirements and the completion of the specified clinical/practical assignments/workbooks/timesheets. Students should demonstrate the achievement of the formative clinical/practical outcomes.

HS7.11.4 Pass requirements

The general regulations for master’s degrees are applicable to this qualification.

HS7.11.5 Curriculum

A dissertation on an approved topic

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
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</thead>
<tbody>
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<td><strong>Semester two</strong></td>
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<tr>
<td>Dissertation: Occupational Health Nursing Science Semester 2</td>
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</table>

HS7.12 MASTER OF NURSING SCIENCE IN COMMUNITY HEALTH NURSING SCIENCE: PRIMARY HEALTH CARE (M9N06Q)

Duration of programme:

- Full-time: Minimum 1 year and maximum 2 years
- Part-time: Minimum 1 year and maximum 3 years
- New NQF level 9, 180 NQF credits (HEQF aligned)
- Research dissertation 100%

HS7.12.1 Purpose

The primary purpose of this qualification is to develop the intellectual and practical competencies of the qualifying student and to facilitate her/his professional values to promote the health of the individual, family, group and community as a specialist, leader and consultant in and as a member of the nursing/midwifery/health team through her/his research, professional and clinical abilities. This qualification serves as a basis for advanced learning.
HS7.12.2 Outcome
Practice as an advanced clinical nurse specialist, leader, consultant and researcher.

HS7.12.3 Rules of access and admission requirements
At entrance level, the prospective student should have a Bachelor’s degree with a minimum of 480 approved credits at level 8.

Additional Selection criteria
A minimum 65% in the core modules in the undergraduate qualification in which the student intends to obtain the master’s degree.
Proof of registration at the SANC as a General and primary health care nurse.
A candidate must be appointed in an approved full-time post as a nursing practitioner for the duration of the clinical programme.

Specific selection criteria
Registration at SANC as a community health nurse and primary health care nurse.

Note:
Admission requirements for clinical/practical examinations: students should comply with the clinical/practical formative assessment requirements and the completion of the specified clinical/practical assignments/workbooks/timesheets. Students should demonstrate the achievement of the formative clinical/practical outcomes.

HS7.12.4 Pass requirements
The general regulations for master’s degrees are applicable to this qualification.

HS7.12.5 Curriculum
A dissertation on an approved topic*

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
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</table>
HS7.13  MASTER OF NURSING SCIENCE IN MEDICAL AND SURGICAL NURSING: CRITICAL CARE (GENERAL) (M9N07Q)

Duration of programme:
Full-time: Minimum 1 year and maximum 2 years
Part-time: Minimum 1 year and maximum 3 years
New NQF level 9, 180 NQF credits (HEQF aligned)
Course work 50% and minor dissertation 50%

HS7.13.1  Purpose

The primary purpose of this qualification is to develop the intellectual and practical competencies of the qualifying student and to facilitate her/his professional values to promote the health of the individual, family, group and community as a specialist, leader and consultant in and as a member of the nursing/midwifery/health team through her/his research, professional and clinical abilities. This qualification serves as a basis for advanced learning.

HS7.13.2  Outcome

Practice as an advanced clinical nurse specialist, leader, consultant and researcher.

HS7.13.3  Rules of access and admission requirements

At entrance level, the prospective student should have a Bachelor’s degree with a minimum of 480 approved credits at level 8.

Additional selection criteria

A minimum of 65% in the core modules in the undergraduate qualification in which the student intends to obtain the master’s degree.
Proof of registration as a general nurse with the SANC.
A candidate must be appointed in an approved full-time post as a nursing practitioner for the duration of the clinical programme.

Specific selection criteria

1. Registration as a General and Surgical Nurse: Critical Care nurse with the SANC.
2. Admission to a clinical training facility approved by SANC for the University of Johannesburg.
3. Her/his professional indemnity.
4. At least one year experience in an intensive care unit.

Note:

Admission requirements for clinical/practical examinations: students should comply with the clinical/practical formative assessment requirements and the completion of the specified clinical/practical assignments/workbooks/timesheets. Students should demonstrate the achievement of the formative clinical/practical outcomes.

HS7.13.4  Pass requirements

The general regulations for master’s degrees are applicable to this qualification.
HS7.13.5  **Curriculum**

Course work is 50% and minor dissertation is 50%.

<table>
<thead>
<tr>
<th>First year</th>
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<tbody>
<tr>
<td><strong>Module name</strong></td>
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<tr>
<td>Post-Basic Pharmacology in Nursing: Module 1</td>
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<tr>
<td>Medical and Nursing Science Critical Care Modules 1 &amp; 2</td>
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<td>Medical and Nursing Science Critical Care Modules 3 &amp; 4</td>
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<td>Medical and Nursing Science Critical Care Module 7</td>
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**Second Year** Minor dissertation*

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<tr>
<th>Semester two</th>
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<tbody>
<tr>
<td>Medical and Nursing Science Critical Care*: Minor Dissertation Semester 2</td>
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</table>

**HS7.14  MASTER OF NURSING SCIENCE IN MEDICAL AND SURGICAL NURSING: CRITICAL CARE (GENERAL) (M9N08Q)**

**Duration of programme:**
- Full-time: Minimum 1 year and maximum 2 years
- Part-time: Minimum 1 year and maximum 3 years

**New NQF level 9, 180 NQF credits (HEQF aligned)**

**Research dissertation 100%**

**HS7.14.1  Purpose**

The primary purpose of this qualification is to develop the intellectual and practical competencies of the qualifying student and to facilitate her/his professional values to promote the health of the individual, family, group and community as a specialist, leader and consultant in and as a member of the nursing/midwifery/health team through her/his research, professional and clinical abilities. This qualification serves as a basis for advanced learning.
HS7.14.2 Outcome
Practice as an advanced clinical nurse specialist, leader, consultant and researcher
At entrance level, the prospective student should have a minimum of 480 approved credits at level 8.

HS7.14.3 Rules of access and admission requirements
At entrance level, the prospective student should have a Bachelor’s degree with a minimum of 480 approved credits at level 8.

Additional selection criteria
A minimum of 65% in the core modules in the undergraduate qualification in which the student intends to obtain the master’s degree.
Proof of registration as a general and critical care nurse with the SANC.
A candidate must be appointed in an approved full-time post as a nursing practitioner for the duration of the clinical programme.

Specific selection criteria
1. Registration as a general nurse with the SANC.
2. Admission to a clinical training facility approved by SANC for the University of Johannesburg.
3. Her/his professional indemnity.
4. At least one year experience in an intensive care unit.

Note:
Admission requirements for clinical/practical examinations: students should comply with the clinical/practical formative assessment requirements and the completion of the specified clinical/practical assignments/workbooks/timesheets. Students should demonstrate the achievement of the formative clinical/practical outcomes.

HS7.14.4 Pass requirements
The general regulations for master’s degrees are applicable to this qualification.

HS7.14.5 Curriculum
A dissertation on an approved topic

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
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<tbody>
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HS7.15 **MASTER OF NURSING SCIENCE IN MEDICAL AND SURGICAL NURSING: OPERATING ROOM NURSING (M9N09Q)**

Duration of programme:
- Full-time: Minimum 1 year and maximum 2 years
- Part-time: Minimum 1 year and maximum 3 years

New NQF level 9, 180 NQF credits (HEQF aligned)

Research dissertation 100%

**HS7.15.1 Purpose**

The primary purpose of this qualification is to develop the intellectual and practical competencies of the qualifying student and to facilitate her/his professional values to promote the health of the individual, family, group and community as a specialist, leader and consultant in and as a member of the health team through her/his research, professional and clinical abilities. This qualification serves as a basis for advanced learning.

**HS7.15.2 Outcome**

Practice as an advanced clinical nurse specialist, leader, consultant and researcher.

**HS7.15.3 Rules of access and admission requirements**

At entrance level, the prospective student should have a Bachelor’s degree with a minimum of 480 approved credits at level 8.

**Additional selection criteria**

A minimum of 65% in the core modules in the undergraduate qualification in which the student intends to obtain the master’s degree.

Proof of registration as a general nurse with the SANC.

A candidate must be appointed in an approved full-time post as a nursing practitioner for the duration of the clinical programme.

**Specific selection criterion**

Registration as a general nurse with the SANC.

**Note:**

Admission requirements for clinical/practical examinations: students should comply with the clinical/practical formative assessment requirements and the completion of the specified clinical/practical assignments/workbooks/timesheets. Students should demonstrate the achievement of the formative clinical/practical outcomes.

**HS7.15.4 Pass requirements**

The general regulations for master’s degrees are applicable to this qualification.
HS7.15.5 Curriculum

A dissertation on an approved topic

<table>
<thead>
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<th>Module code</th>
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<td>Semester 2</td>
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HS7.16 MASTER OF NURSING SCIENCE IN MIDWIFERY AND NEONATAL NURSING SCIENCE (M9N11Q)

Duration of programme:
Full-time: Minimum 1 year and maximum 2 years
Part-time: Minimum 1 year and maximum 3 years
New NQF level 9, 180 NQF credits (HEQF aligned)
Research dissertation 100%

HS7.16.1 Purpose

The primary purpose of this qualification is to develop the intellectual and practical competencies of the qualifying student and to facilitate her/his professional values to promote the health of the individual, family, group and community as a specialist, leader and consultant in and as a member of the nursing/midwifery/health team through her/his research, professional and clinical abilities. This qualification serves as a basis for advanced learning.

HS7.16.2 Outcome

Practice as an advanced clinical nurse specialist, leader, consultant and researcher.

HS7.16.3 Rules of access and admission requirements

At entrance level, the prospective student should have a Bachelor’s degree with a minimum of 480 approved credits at level 8.

Additional selection criteria

A minimum of 65% in the core modules in the undergraduate qualification in which the student intends to obtain the master’s degree.

Proof of registration as a general nurse with the SANC.

A candidate must be appointed in an approved full-time post as a nursing practitioner for the duration of the clinical programme.
Specific selection criterion
Registration as a midwife with the SANC.

Note:
Admission requirements for clinical/practical examinations: students should comply with the clinical/practical formative assessment requirements and the completion of the specified clinical/practical assignments/workbooks/timesheets. Students should demonstrate the achievement of the formative clinical/practical outcomes.

**HS7.16.4 Pass requirements**
The general regulations for master’s degrees are applicable to this qualification.

**HS7.16.5 Curriculum**
A dissertation on an approved topic

<table>
<thead>
<tr>
<th>Module name</th>
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<tbody>
<tr>
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<td>Dissertation: Midwifery and Neonatal Semester 1</td>
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<td><strong>Semester two</strong></td>
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<tr>
<td>Dissertation: Midwifery and Neonatal Semester 2</td>
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**HS7.17 MASTER OF NURSING SCIENCE IN MIDWIFERY AND NEONATAL NURSING SCIENCE (M9N10Q)**
Duration of programme:
- Full-time: Minimum 1 year and maximum 2 years
- Part-time: Minimum 1 year and maximum 3 years
- New NQF level 9, 180 NQF credits (HEQF aligned)
- Course work 50% and minor dissertation 50%

**HS7.17.1 Purpose**
The primary purpose of this qualification is to develop the intellectual and practical competencies of the qualifying student and to facilitate her/his professional values to promote the health of the individual, family, group and community as a specialist, leader and consultant in and as a member of the nursing/midwifery/health team through her/his research, professional and clinical abilities. This qualification serves as a basis for advanced learning.

**HS7.17.2 Outcome**
Practice as an advanced clinical nurse specialist, leader, consultant and researcher.

**HS7.17.3 Rules of access and admission requirements**
At entrance level, the prospective student should have a Bachelor’s degree with a minimum of 480 approved credits at level 8.
**Additional selection criteria**

A minimum of 65% in the core modules in the undergraduate qualification in which the student intends to obtain the master’s degree.

Proof of registration as a general nurse with the SANC.
A candidate must be appointed in an approved full-time post as a nursing practitioner for the duration of the clinical programme.

**Specific selection criterion**

Registration as a post-basic midwife with the SANC.

**Note:**

Admission requirements for clinical/practical examinations: students should comply with the clinical/practical formative assessment requirements and the completion of the specified clinical/practical assignments/workbooks/timesheets. Students should demonstrate the achievement of the formative clinical/practical outcomes.

**HS7.17.4 Pass requirements**

Refer to the Academic Regulations of the University of Johannesburg.

**HS7.17.5 Curriculum**

Course work is 50% and minor dissertation is 50%.

<table>
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<tr>
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<tbody>
<tr>
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<td>Post-Basic Pharmacology in Nursing: Paper 2</td>
<td>FAR9X02</td>
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<td>Advanced Midwifery &amp; Neonatal Nursing Modules 5 &amp; 6</td>
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<tr>
<td>Advanced Midwifery &amp; Neonatal Nursing Module 7</td>
<td>NMC9X06</td>
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<tr>
<td>Advanced Midwifery &amp; Neonatal Nursing Module 8</td>
<td>NMC9X07</td>
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<tr>
<td><strong>Module name</strong></td>
<td><strong>Module code</strong></td>
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<td><strong>Semester one</strong></td>
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<tr>
<td>Minor Dissertation: Advanced Midwifery and Neonatal Nursing Semester 1</td>
<td>NMC9X01</td>
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</table>
HS7.18 **MASTER OF NURSING SCIENCE IN NEONATAL (M9N12Q)**

**Duration of programme:**
- Full-time: Minimum 1 year and maximum 2 years
- Part-time: Minimum 1 year and maximum 3 years

**New NQF level 9, 180 NQF credits (HEQF aligned)**

**Course work 50% and minor dissertation 50%**

**HS7.18.1 Purpose**

The primary purpose of this qualification is to develop the intellectual and practical competencies of the qualifying student and to facilitate her/his professional values to promote the health of the individual, family, group and community as a specialist, leader and consultant in and as a member of the nursing/midwifery/health team through her/his research, professional and clinical abilities. This qualification serves as a basis for advanced learning.

**HS7.18.2 Outcome**

Practice as an advanced clinical nurse specialist, leader, consultant and researcher.

**HS7.18.3 Rules of access and admission requirements**

At entrance level, the prospective student should have a Bachelor’s degree with a minimum of 480 approved credits at level 8.

**Additional selection criteria**

A minimum of 65% in the core modules in the undergraduate qualification in which the student intends to obtain the master’s degree.

Proof of registration as a general nurse and advanced midwife with the SANC.

A candidate must be appointed in an approved full-time post as a nursing practitioner for the duration of the clinical programme.

Registration as a general nurse with the SANC.

1. Admission to a clinical training facility approved by SANC for the University of Johannesburg.
2. Her/his professional indemnity.
3. At least one year experience in an intensive care unit.

**HS7.18.4 Pass requirements**

The general regulations for master’s degrees are applicable to this qualification.
HS7.18.5 Curriculum

Course work is 50% and minor dissertation is 50%.

<table>
<thead>
<tr>
<th>First year</th>
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<tbody>
<tr>
<td><strong>Module name</strong></td>
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<td><strong>Year modules</strong></td>
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<td>Post-Basic Pharmacology in Nursing:</td>
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<tr>
<td>Paper 1</td>
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<td>Paper 2</td>
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<td>Neonatal Nursing Science</td>
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<td>Modules 1 &amp; 2</td>
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<td>Modules 3 &amp; 4</td>
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<td>Modules 5 &amp; 6</td>
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<td>Module 7</td>
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<td>Module 8</td>
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<table>
<thead>
<tr>
<th>Second year</th>
<th>Minor dissertation*</th>
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<tbody>
<tr>
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<td><strong>Module code</strong></td>
</tr>
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<td>Minor Dissertation: Neonatal Nursing Semester 2</td>
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</table>

HS7.19  
**MASTER OF NURSING SCIENCE IN NEONATAL (M9N13Q)**

Duration of programme:
- Full-time: Minimum 1 year and maximum 2 years
- Part-time: Minimum 1 year and maximum 3 years
- New NQF level 9, 180 NQF credits (HEQF aligned)
- Research dissertation 100%

HS7.19.1 Purpose

The primary purpose of this qualification is to develop the intellectual and practical competencies of the qualifying student and to facilitate her/his professional values to promote the health of the individual, family, group and community as a specialist, leader and consultant in and as a member of the nursing/midwifery/health team through her/his research, professional and clinical abilities. This qualification serves as a basis for advanced learning.

HS7.19.2 Outcome

Practice as an advanced clinical nurse specialist, leader, consultant and researcher.
HS7.19.3 Rules of access and admission requirements

At entrance level, the prospective student should have a Bachelor's degree with a minimum of 480 approved credits at level 8.

Additional selection criteria

A minimum of 65% in the core modules in the undergraduate qualification in which the student intends to obtain the master’s degree.

Proof of registration as a general nurse, advance midwifery and neonatal nurse the SANC.

A candidate must be appointed in an approved full-time post as a nursing practitioner for the duration of the clinical programme.

HS7.19.4 Pass requirements

The general regulations for master’s degrees are applicable to this qualification.

HS7.19.5 Curriculum

A dissertation on an approved topic

<table>
<thead>
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<th>Module name</th>
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<td>Dissertation: Maternal and Child Nursing Semester 1</td>
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<tr>
<td>Dissertation: Maternal and Child Nursing Semester 2</td>
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HS7.20 MASTER OF NURSING SCIENCE IN PROFESSIONAL NURSING SCIENCE: ETHOS AND PROFESSIONAL PRACTICE (M9N14Q)

Duration of programme:
Full-time: Minimum 1 year and maximum 2 years
Part-time: Minimum 1 year and maximum 3 years
New NQF level 9, 180 NQF credits (HEQF aligned)
Research dissertation 100%

HS7.20.1 Purpose

The primary purpose of this qualification is to develop the intellectual and practical competencies of the qualifying student and to facilitate her/his professional values to promote the health of the individual, family, group and community as a specialist, leader and consultant in and as a member of the nursing/midwifery/health team through her/his research, professional and clinical abilities. This qualification serves as a basis for advanced learning.

HS7.20.2 Outcome

Practice as an advanced clinical nurse specialist, leader, consultant and researcher.
HS7.20.3 Rules of access and admission requirements

At entrance level, the prospective student should have a Bachelor’s degree with a minimum of 480 approved credits at level 8.

Additional selection criteria

A minimum of 65% in the core modules in the undergraduate qualification in which the student intends to obtain the master’s degree.

Proof of registration as a general nurse with the SANC.

A candidate must be appointed in an approved full-time post as a nursing practitioner for the duration of the clinical programme.

HS7.20.4 Pass requirements

The general regulations for master’s degrees are applicable to this qualification.

HS7.20.5 Curriculum

A dissertation on an approved topic

<table>
<thead>
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<th>Module name</th>
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<tbody>
<tr>
<td>Semester one</td>
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<td>Dissertation: Ethos and Professional Practice Semester 1</td>
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<td></td>
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<tr>
<td>Dissertation: Ethos and Professional Practice Semester 2</td>
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</table>

HS7.21 MASTER OF NURSING SCIENCE IN PROFESSIONAL NURSING SCIENCE: NURSING EDUCATION (M9N16Q)

Duration of programme:
- Full-time: Minimum 1 year and maximum 2 years
- Part-time: Minimum 1 year and maximum 3 years
- New NQF level 9, 180 NQF credits (HEQF aligned)
- Research dissertation 100%

HS7.21.1 Purpose

The primary purpose of this qualification is to develop the intellectual and practical competencies of the qualifying student and to facilitate her/his professional values to promote the health of the individual, family, group and community as a specialist, leader and consultant in and as a member of the nursing/midwifery/health team through her/his research, professional and clinical abilities. This qualification serves as a basis for advanced learning.

HS7.21.2 Outcome

Practice as an advanced clinical nurse specialist, leader, consultant and researcher.
HS7.21.3 Rules of access and admission requirements

At entrance level, the prospective student should have a Bachelor’s degree with a minimum of 480 approved credits at level 8.

Additional selection criteria

A minimum of 65% in the core modules in the undergraduate qualification in which the student intends to obtain the master’s degree. Passed nursing education at level 3 (NQF 8).

Proof of registration as a general nurse and nurse educator with the SANC.

A candidate must be appointed in an approved full-time post as a nursing practitioner for the duration of the clinical programme.

HS7.21.4 Pass requirements

The general regulations for master’s degrees are applicable to this qualification.

HS7.21.5 Curriculum

A dissertation on an approved topic

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
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<tr>
<td>Dissertation: Nursing Education Semester 2</td>
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</table>

HS7.22 MASTER OF NURSING SCIENCE IN PROFESSIONAL NURSING SCIENCE: NURSING MANAGEMENT (M9N15Q)

Duration of programme:

Full-time: Minimum 1 year and maximum 2 years
Part-time: Minimum 1 year and maximum 3 years
New NQF level 9, 180 NQF credits (HEQF aligned)
Research dissertation 100%

HS7.22.1 Purpose

The primary purpose of this qualification is to develop the intellectual and practical competencies of the qualifying student and to facilitate her/his professional values to promote the health of the individual, family, group and community as a specialist, leader and consultant in and as a member of the nursing/midwifery/health team through her/his research, professional and clinical abilities. This qualification serves as a basis for advanced learning.

HS7.22.2 Outcome

Practice as an advanced clinical nurse specialist, leader, consultant and researcher.
HS7.22.3  **Rules of access and admission requirements**

At entrance level, the prospective student should have a Bachelor’s degree with a minimum of 480 approved credits at level 8.

**Additional selection criteria**

A minimum of 65% in the core modules in the undergraduate qualification in which the student intends to obtain the master’s degree. Passed nursing management at a level 3 (NQF 8).

Proof of registration as a general nurse and nurse manager with the SANC.

A candidate must be appointed in an approved full-time post as a nursing practitioner for the duration of the clinical programme.

**HS7.22.4  Pass requirements**

The general regulations for master’s degrees are applicable to this qualification.

**HS7.22.5  Curriculum**

A dissertation on an approved topic

<table>
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<th>Module name</th>
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<tr>
<td><strong>Semester one</strong></td>
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<tr>
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<td>Semester 1</td>
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**HS7.23  MASTER OF NURSING SCIENCE IN PSYCHIATRIC MENTAL HEALTH NURSING (M9N17Q)**

**Duration of programme:**

- **Full-time:** Minimum 1 year and maximum 2 years
- **Part-time:** Minimum 1 year and maximum 3 years
- New NQF level 9, 180 NQF credits (HEQF aligned)
- Course work 50% and minor dissertation 50%

**HS7.23.1  Purpose**

The primary purpose of this qualification is to develop the intellectual and practical competencies of the qualifying student and to facilitate her/his professional values to promote the health of the individual, family, group and community as a specialist, leader and consultant in and as a member of the nursing/midwifery/health team through her/his research, professional and clinical abilities. This qualification serves as a basis for advanced learning.
HS7.23.2  Outcome
Practice as an advanced clinical nurse specialist, leader, consultant and researcher.

HS7.23.3  Rules of access and admission requirements
At entrance level, the prospective student should have a Bachelor’s degree with a minimum of 480 approved credits at level 8.

Additional selection criteria
A minimum of 65% in the core modules in the undergraduate qualification in which the student intends to obtain the master's degree.

Proof of registration as a general nurse and mental health nurse with the SANC.

A candidate must be appointed in an approved full-time post as a nursing practitioner for the duration of the clinical programme.

Specific selection criteria
Registration as a psychiatric nurse with the SANC and the successful completion of a required panel selection process.

HS7.23.4  Pass requirements
The general regulations for master’s degrees are applicable to this qualification.

HS7.23.5  Curriculum
Course work is 50% and minor dissertation is 50%.

<table>
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<tr>
<th>First year</th>
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## Second year

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<td>Post-Basic Pharmacology in Nursing: Module 1 &amp; 2</td>
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<tr>
<td>Module 3 &amp; 4</td>
<td>FAR9X02</td>
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<tr>
<td><strong>Semester one Minor-dissertation</strong>*</td>
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<tr>
<td>Minor Dissertation: Psychiatric Nursing Science Semester 1</td>
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<tr>
<td>Minor Dissertation: Psychiatric Nursing Science Semester 2</td>
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</tbody>
</table>

### HS7.24

**MASTER OF NURSING SCIENCE IN PSYCHIATRIC MENTAL HEALTH NURSING (M9N18Q)**

**Duration of programme:**
- Full-time: Minimum 1 year and maximum 2 years
- Part-time: Minimum 1 year and maximum 3 years
- New NQF level 9, 180 NQF credits (HEQF aligned)
- Research dissertation 100%

**HS7.24.1 Purpose**

The primary purpose of this qualification is to develop the intellectual and practical competencies of the qualifying student and to facilitate her/his professional values to promote the health of the individual, family, group and community as a specialist, leader and consultant in and as a member of the nursing/psychiatric/health team through her/his research, professional and clinical abilities. This qualification serves as a basis for advanced learning.

**HS7.24.2 Outcome**

Practice as an advanced clinical nurse specialist, leader, consultant and researcher.

**HS7.24.3 Rules of access and admission requirements**

At entrance level, the prospective student should have a Bachelor’s degree with a minimum of 480 approved credits at level 8.

**Additional selection criteria**

A minimum of 65% in the core modules in the undergraduate qualification in which the student intends to obtain the master’s degree.

Proof of registration as a general nurse and post-basic psychiatric nurse with the SANC.

A candidate must be appointed in an approved full-time post as a nursing practitioner for the duration of the clinical programme.
HS7.24.4 Pass requirements

The general regulations for master’s degrees are applicable to this qualification.

HS7.24.5 Curriculum

A dissertation on an approved topic

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
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<tr>
<td>Semester one</td>
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<td>Dissertation: Psychiatric Nursing Science: Semester 2</td>
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HS7.25 DOCTOR OF NURSING SCIENCE

Duration of programme:
Full-time: Minimum 2 years and maximum 4 years
Part-time: Minimum 2 years and maximum 5 years
Old NQF level 8
Research thesis 100%

With specialisation choices in the following:

1. Community Health Nursing Science (DCU002)
2. Primary Health Care: Clinical Nursing, Diagnosis Treatment and Care (DCU015)
3. Medical and Surgical Nursing Science: Critical Care Nurse (General) (DCU013)
4. Maternal and Child Nursing Science: Advanced Midwifery and Neonatal Nursing Science DCU016)
5. Maternal and Child Nursing Science: Neonatal Intensive Care Nursing Science (DCU012)
6. Professional Nursing Science: Ethos and Professional Practice (DCU019)
7. Professional Nursing Science: Nursing Management (DCU020)
8. Professional Nursing Science: Nursing Education (DCU021)
9. Advanced Psychiatric Mental Health Nursing Science (DCU005)

HS7.25.1 Purpose

The primary purpose of this qualification is to provide the qualifying student with advanced critical, analytical, problem-solving and reflective competencies as a nursing specialist to act as a leader and consultant in health services and to make an original contribution to the knowledge content of the discipline through independent research. The qualifying student should display insight into the module discipline, as well as into research. This should include competence in the oral and written communication of the research process and findings.

HS7.25.2 Outcome

1. Expertise and critical knowledge in an area at the forefront of the field discipline or practice.
2. The ability to conceptualise new research initiatives and create new knowledge or practice.
Additional Selection Criteria:

1. **Community Health Nursing Science: (DCU002)**
   
   1.1. A master's degree qualification in Advanced Nursing Science/Professional Practice. A student intending to enrol for a doctorate degree must have obtained a minimum of 65% in the completed master's degree programme.
   
   1.2. The second option for admission to the first year: a master's degree qualification in Advanced Nursing Science. The student who does not comply with the first option of 65% in the master's degree programme could register for the doctoral study programme for non-degree purposes and obtain 60% in this programme.
   
   1.3. Requirements for continued registration (usually during the second and third year of study): the student must demonstrate satisfactory progress with the thesis, as required by the Faculty Higher Degrees Committee of the University.
   
   1.4. Registration as a Community Health Nurse with SANC.

2. **Primary Health Care: Clinical Nursing, Diagnosis Treatment and Care: (DCU015)**
   
   2.1. A master's degree qualification in Advanced Nursing Science/Professional Practice. A student intending to enrol for a doctorate degree must have obtained a minimum of 65% in the completed master's degree programme.
   
   2.2. The second option for admission to the first year: a master's degree qualification in Advanced Nursing Science. The student who does not comply with the first option of 65% in the master's degree programme could register for the doctoral study programme for non-degree purposes and obtain 60% in this programme.
   
   2.3. Requirements for continued registration (usually during the second and third year of study): the student must demonstrate satisfactory progress with the thesis, as required by the Faculty Higher Degrees Committee of the University.
   
   2.4. Registration as a Primary Health Care Nurse with SANC.

3. **Medical and Surgical Nursing Science: Critical Care Nursing (General): (DCU013)**
   
   3.1. A master's degree qualification in Advanced Nursing Science/Professional Practice. A student intending to enrol for a doctorate degree must have obtained a minimum of 65% in the completed master's degree programme.
   
   3.2. The second option for admission to the first year: a master's-degree qualification in Advanced Nursing Science. The student who does not comply with the first option of 65% in the master's degree programme could register for the doctoral study programme for non-degree purposes and obtain 60% in this programme.
   
   3.3. Requirements for continued registration (usually during the second and third year of study): the student must demonstrate satisfactory progress with the thesis, as required by the Faculty Higher Degrees Committee of the University.
   
   3.4. Registration as a Critical Care Nurse with SANC.

4. **Maternal and Child Nursing Science: Advanced Midwifery and Neonatal Nursing Science: (DCU016)**
   
   4.1. A master's degree qualification in Advanced Nursing Science/Professional Practice. A student intending to enrol for a doctorate degree must have obtained a minimum of 65% in the completed master's degree programme.
   
   4.2. The second option for admission to the first year: a master's degree qualification in Advanced Nursing Science. The student who does not comply with the first option of 65% in the master's degree programme could register for the doctoral study programme for non-degree purposes and
obtain 60% in this programme.

4.3. Requirements for continued registration (usually during the second and third year of study): the student must demonstrate satisfactory progress with the thesis, as required by die Faculty Higher Degrees Committee of the University.

4.4. Registered as an Advance Midwife and Neonatal Nurse with SANC.

5. **Maternal and Child Nursing Science: Neonatal Intensive Care Nursing Science: (DCU012)**

5.1. A master’s degree qualification in Advanced Nursing Science/Professional Practice. A student intending to enrol for a doctorate degree must have obtained a minimum of 65% in the completed master's degree programme.

5.2. The second option for admission to the first year: a master’s degree qualification in Advanced Nursing Science. The student who does not comply with the first option of 65% in the master’s degree programme could register for the doctoral study programme for non-degree purposes and obtain 60% in this programme.

5.3. Requirements for continued registration (usually during the second and third year of study): the student must demonstrate satisfactory progress with the thesis, as required by die Faculty Higher Degrees Committee of the University.

6. **Professional Nursing Science: Ethos and Professional Practice: (DCU019)**

6.1. A master’s degree qualification in Advanced Nursing Science/Professional Practice. A student intending to enrol for a doctorate degree must have obtained a minimum of 65% in the completed master’s degree programme.

6.2. The second option for admission to the first year: a master’s degree qualification in Advanced Nursing Science. The student who does not comply with the first option of 65% in the master's degree programme could register for the doctoral study programme for non-degree purposes and obtain 60% in this programme.

6.3. Requirements for continued registration (usually during the second and third year of study): the student must demonstrate satisfactory progress with the thesis, as required by die Faculty Higher Degrees Committee of the University.

7. **Professional Nursing Science: Nursing Management: (DCU020)**

7.1. A master’s degree qualification in Advanced Nursing Science/Professional Practice. A student intending to enrol for a doctorate degree must have obtained a minimum of 65% in the completed master’s degree programme.

7.2. The second option for admission to the first year: a master’s degree qualification in Advanced Nursing Science. The student who does not comply with the first option of 65% in the master's degree programme could register for the doctoral study programme for non-degree purposes and obtain 60% in this programme.

7.3. Requirements for continued registration (usually during the second and third year of study): the student must demonstrate satisfactory progress with the thesis, as required by die Faculty Higher Degrees Committee of the University.

7.4. Registration as a Post Basic Nurse Manager with SANC.

8. **Professional Nursing Science: Nursing Education: (DCU021)**

8.1 A master’s degree qualification in Advanced Nursing Science/Professional Practice. A student intending to enrol for a doctorate degree must have obtained a minimum of 65% in the completed master's degree programme.

8.2 The second option for admission to the first year: a master’s degree qualification in Advanced Nursing Science. The student who does not comply with the first option of 65% in the master’s degree programme could
register for the doctoral study programme for non-degree purposes and obtain 60% in this programme.

8.3 Requirements for continued registration (usually during the second and third year of study): the student must demonstrate satisfactory progress with the thesis, as required by the Faculty Higher Degrees Committee of the University.

8.4 Registration as a Post Basic Nurse Educator with SANC.

9. **Advanced Psychiatric Mental Health Nursing Science: (DCU005)**

9.1. A master’s degree qualification in Advanced Nursing Science/Professional Practice. A student intending to enrol for a doctorate degree must have obtained a minimum of 65% in the completed master’s degree programme.

9.2. The second option for admission to the first year: a master’s degree qualification in Advanced Nursing Science. The student who does not comply with the first option of 65% in the master’s degree programme could register for the doctoral study programme for non-degree purposes and obtain 60% in this programme.

9.3. Requirements for continued registration (usually during the second and third year of study): the student must demonstrate satisfactory progress with the thesis, as required by the Faculty Higher Degrees Committee of the University.

9.4 Registration as a Post Basic Psychiatric Nurse with SANC.

**HS7.25.3 Rules of access and admission requirements**

At entrance level, the prospective student should have a minimum of 180 approved credits at level 9.

Registration at SANC as a Nurse in the field that the speciality has been chosen.

DCur orientation programme will be by invitation, and will not be compulsory for the selection to the programme. The programme adds value to the knowledge acquisition.

**HS7.25.4 Pass requirements**

Refer to the Academic Regulations of the University of Johannesburg.

**HS7.25.5 Curriculum**

A research thesis.

**HS8.0 DEPARTMENT OF OPTOMETRY**

**HS8.1 BACHELOR OF OPTOMETRY (B9002Q)**

Duration of programme:
Full-time: 4 Years
New NQF level 8, 480 NQF credits

**HS8.1.1 Purpose**

The primary purpose of this qualification is to provide qualifying students with the ability to:

1. Perform visual examinations and relevant procedures included in the scope of Optometry (as stipulated by the Professional Board of Optometry and Dispensing Opticians) in the clinical environment as an optometrist.
2. Independently apply promotive, diagnostic and treatment strategies in a cost effective manner appropriate to the needs of the community.
3. Use critical optometric reasoning for holistic management strategies in diagnosis and prognosis.
4. Establish a foundation for research and life skills for lifelong learning.
HS8.1.2 Outcome

1. Apply thorough competency in professional and clinical responsibilities, scientific optometric skills, optical and allied technologies to ascertain the accuracy of the prescription of the eye care products to visually compromised people.
2. Apply scientific health care skills and optometric technologies in the interactive consultation of patient history while adhering to appropriate medico-legal ethics, health and safety regulations and codes of conduct.
3. Apply scientific health care skills and optometric technologies in the examination of eye and eye related conditions within the context of health services appropriate to the needs of the community, while adhering to appropriate medico-legal ethics, health and safety regulations and codes of conduct.
4. Interact consultatively in the diagnosis and proposed management and delivery of eye care products, therapy and medication to visually compromised people, with knowledge of minimum standards of optometric care and apply self-reflective learning strategies during interactions.
5. Interact consultatively in the management and delivery of eye care products, therapy and medication to visually compromised people, with knowledge of minimum standards of optometric care and apply self-reflective learning strategies during interactions.
6. Record and maintain legible, secure data and patient information while adhering to appropriate medico-legal ethics, health and safety regulations and codes of conduct stated in the patient charter.
7. Manage and administer human, technical and other resources to ensure optimal diagnosis, prescription and delivery of eye and visual care products or services.
8. Apply self-reflective learning strategies to continually improve the optometrically related service within health care services appropriate to the specific needs of the patient/client to ensure professional contribution to the needs of the society.

HS8.1.3 Rules of access and admission requirements

Please note:

The admission requirements stated below are the minimum requirements to be considered for selection. Even if all minimum requirements are met, due to selection being based on academic excellence and limited number of places available in the program, acceptance into the program is not assured.

1. Language requirements.
2. Students who register at UJ for the first time for the Bachelor of Optometry degree presented through the medium of English must have obtained one of the following results (as the minimum) in their final Grade 12 examination: C symbol for English first Language, HG C symbol for English second Language, HG B symbol for English, SG.
3. Grade 12 Mathematics HG at least 60% (C Symbol).
4. Grade 12 Science HG at least 60% (C Symbol).
5. Grade 12 Biology HG at least 60% (C Symbol). Biology may be substituted with Grade 12 Physiology HG at least 60% (C Symbol).
6. Six (6) subjects will be considered.
A National Senior Certificate (NSC) - APS Score with minimum requirements as shown below:

(Exclude Life Orientation when calculating APS)

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<tr>
<th>Minimum APS</th>
<th>Language of teaching and learning (English)</th>
<th>Mathematics</th>
<th>Mathematical Literacy</th>
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*Additional subject 1 and 2 must be minimum 5 (60%+)

**HS8.1.4 Selection criteria**

The Department of Optometry of the University of Johannesburg accepts a limited number of students per academic year in line with the enrolment target of the University. The decision to limit numbers is based on available facilities in the Optometry Department, number of students qualifying nationally from other academic institutions as well as compliance with the rules and regulations of the Professional Board of Optometry and Dispensing Opticians. For these reasons, and the high academic demand of the course it is necessary to apply an academic selection process. The selection process targets the most successful students for this course.

Selection is based purely on academic results. Please read together with **HS8.1.3** regarding rules of access. Selection is done by the Student Enrolment Centre (SEC).

Provisional acceptance will be based on Grade 11 final marks. Students must however attain the minimum requirements as in **HS8.1.3** in order to maintain their selection.

Students applying from other Universities and students with other degrees will also be considered. The selection is based on academic performance and an average of 65% for all modules passed is required for consideration. Students applying from other Universities should be in good standing with that Institution and also comply with the minimum requirements of that of a Grade 12 applicant.

Selection takes place based on first semester academic results. If students do not maintain similar academic performance, selection will be forfeited.

The Department reserves the right to admit a student that may not meet the stipulated requirements as set out. Furthermore admission is at the discretion of the Department.

As soon as selection and provisional acceptance are completed, students will be notified by the Student Enrolment Centre. Students that are not accepted will be referred to their second choices indicated on the application form.

Decisions taken are final and no exceptions will be made. No late applications will be considered.

**HS8.1.5 Pass requirements**

1. The Academic Rules and Regulations of the University of Johannesburg should be read in conjunction with the additional requirements for the program in particular AR5.11.1 and AR5.11.4.
2. Class attendance is guided by AR5.11.1 which states that “Students are expected to attend each class unless they have a legitimate reason, and where appropriate, the
necessary evidence thereof, for being absent. AR5.11.4 states that “Students are expected to attend a minimum of 80% of tutorials.

3. In order to continue to the second academic year in Optometry, a student must pass all the prescribed modules for the first academic year of study.

4. Students repeating part of the second year, but with credits in Optometry 1 and Dispensing Optometry 1 theory must still attend all practical sessions in these subjects in order to retain their credits. Students repeating part of the third year, but with credits in Optometry 2 and Dispensing Optometry 2 theory, must attend all practical sessions in these subjects in order to retain their credits.

5. Diagnostic Drug Proficiency: All fourth year students in Optometry have to prove their competency in the practical administration of diagnostic drugs and the use of related diagnostic instruments. The required pass mark in this proficiency examination is 75%.

6. Clinical rotations to community clinics, public hospitals and the primary healthcare train (Phelophepa) are compulsory.

7. All modules must be completed successfully, number of patients and clinic hours as prescribed by the Professional Board of Optometry and Dispensing Opticians completed and a research project report submitted, in order to successfully complete the program.

8. The maximum time to complete the Bachelor in Optometry degree is 6 years.

9. A possible fifth academic year may be required for therapeutics and/or community service. On graduating and after completing the required exit level outcomes for the degree, learners must apply to the HPCS A for full registration to practice as an Optometrist.

**HS8.1.6 Curriculum**

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<td></td>
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<td>CTL00Y3</td>
</tr>
<tr>
<td>Optometry 3 Research Methods</td>
<td>OPP00Y4</td>
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<td>OPT00Y3</td>
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<td></td>
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<td>BVI00Y3</td>
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<tr>
<td></td>
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<td>CTL00Y3</td>
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<tr>
<td>Optometry 3 Theory</td>
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<tr>
<td></td>
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</tr>
<tr>
<td></td>
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<td>BVI00Y3</td>
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<tr>
<td></td>
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<td>PED00Y3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CTL00Y3</td>
</tr>
<tr>
<td>Community and Environmental Optometry</td>
<td>COB01Y4</td>
<td>OPP00Y3</td>
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<td>OPT00Y3</td>
</tr>
<tr>
<td>Business Practice, Ethics and Jurisprudence</td>
<td>COB02Y4</td>
<td>OPP00Y3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OPT00Y3</td>
</tr>
</tbody>
</table>
HS8.2  MASTER OF PHILOSOPHY IN OPTOMETRY (M9001Q)
Duration of programme:
Full-time: Minimum 1 year and maximum 2 years
Part-time: Minimum 1 year and maximum 3 years
New NQF level 9, 180 NQF credits (HEQF aligned)
Research dissertation 100%

HS8.2.1  Purpose

The primary purpose of this qualification is to provide qualifying students with the ability to:
1. Perform independent scientific research with an original component.
2. Contribute to knowledge of and insight into optometry as well as the specific discipline of research.
3. Display skills in related research methodologies and in proper formulation through a Master’s dissertation.
4. Only a Research Masters can be done.

HS8.2.2  Outcomes

The student will be able to:
1. Identify, formulate, prepare and solve research problems.
2. Execute the research project at the appropriate level.
3. Collect, organize, check, evaluate and write a proper literature review organizing the appropriate information in an understandable and logic manner.
4. Acquire learning abilities in the research context including the assessment of scientific literature, execution of research methodologies including the gathering of data and evaluating the information obtained.
5. Report research findings at the appropriate level.
6. Make conclusions, suggestions and recommendations based on the data collected that are reasonable and justifiable.

HS8.2.3  Rules of access and admission requirements

A Bachelor’s degree in Optometry (or equivalent).

HS8.2.4  Pass requirements

Refer to the Academic Regulations of the University of Johannesburg.

HS8.2.5  Curriculum

A research dissertation on an approved topic:

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester one</strong></td>
<td></td>
</tr>
<tr>
<td>Dissertation: Optometry Semester 1</td>
<td>OPT9X01</td>
</tr>
<tr>
<td><strong>Semester two</strong></td>
<td></td>
</tr>
<tr>
<td>Dissertation: Optometry Semester 2</td>
<td>OPT9X02</td>
</tr>
</tbody>
</table>
HS8.3 **DOCTOR PHILOSOPHIAE (OPTOMETRY) (DPH207)**

Duration of programme:
- Full-time: Minimum 2 years and maximum 4 years
- Part-time: Minimum 2 years and maximum 5 years
- Old NQF level 8
- Research thesis 100%

**HS8.3.1 Purpose**

The primary purpose of this qualification is to provide qualifying students with the ability to:

1. Perform independent, original and creative scientific research.
2. Contribute significant knowledge to and insight into optometry as well as the specific discipline of research.
3. Display skills in related research methodologies and in proper formulation through a doctoral dissertation.
4. Reflect upon decision-making, self-directedness and contributions to optometric science.
5. Only a Research Doctorate can be done.

**HS8.3.2 Outcomes**

The student will be able to:

1. Identify and/or create an original research problem.
2. Design, construct and execute a research project at the highest level.
3. Collect appropriate data in a precise and logical manner and evaluate and judge the information obtained.
4. Acquire learning abilities in the research context including the assessment of scientific literature, construction of a research project, execution of project, analysis of data and producing sound scientific arguments.
5. Make relevant conclusions based on the data collected that are reasonable and justified.

**HS8.3.3 Rules of access and admission requirements**

A relevant Master’s degree.
Refer to the Academic Regulations of the University of Johannesburg.

**HS8.3.5 Curriculum**

A research thesis on an approved topic:

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester one</strong></td>
<td></td>
</tr>
<tr>
<td>Thesis: Optometry Semester 1</td>
<td>OMT1191</td>
</tr>
<tr>
<td><strong>Semester two</strong></td>
<td></td>
</tr>
<tr>
<td>Thesis: Optometry Semester 2</td>
<td>OMT1192</td>
</tr>
</tbody>
</table>
HS9.0   DEPARTMENT OF PODIATRY

HS9.1   BACCALAUREUS TECHNOLOGIAE: PODIATRY (502-2)

Duration of programme:
Full-time: 4 Years
Old NQF level 7
The last intake for BTech in Podiatry is 2019 academic year.

HS9.1.1   Purpose

The purpose of the qualification is to develop a student competent in the knowledge and skills required for the Podiatry profession.

1. To devise and deliver planned evidence-based podiatry programmes of care to patients who have a podiatric/medical need both in the private and public health sector.
2. To provide holistic patient assessment, diagnosis and treatment plans and refer appropriately to other professional disciplines.
3. To act as a specialist information and advice resource to patients, colleagues, carers, and other Health Care Professionals within a multi-disciplinary team in order to provide patient-centred care and ensure best practice.
4. To work as an autonomous practitioner or as part of a team to assess specialist clinical conditions, consider a range of management options, and make informed clinical decisions.
5. To contribute to the development of the profession, continuing life-long education and becoming a reflective practitioner.
6. Demonstrate skills in research and management allowing the holder of this qualification to work in a supervisory capacity within the Podiatry profession.
7. Successful completion of this qualification will entitle the student to register with the Health Professions Council of South Africa as a Podiatrist.

HS9.1.2   Outcomes

1. Institute a comprehensive podiatric service to all sectors of the community.
2. Manage a clinical practice for both the public and private sectors.
3. Apply health and safety regulations, guidelines and codes of practice in the performance of podiatric services ensuring personal safety and safety of others.
4. Conduct research in order to advance professional development.
5. Provide podiatric health education to individuals, families, groups and communities.

HS9.1.3   Rules of access and admission requirements

1. A Senior Certificate, or an equivalent qualification at an equivalent standard as determined by a Status Committee, with the following:
2. Two of the following modules:
   2.1. Biology with at least a higher grade D or standard grade C symbol.
   2.2. Physical Science with at least a higher grade D or standard grade C symbol.
   2.3. Mathematics with at least a higher grade D or standard grade C symbol.
A National Senior Certificate (NSC) - APS Score with minimum requirements as shown below:
(Exclude Life Orientation when calculating APS)

<table>
<thead>
<tr>
<th>Minimum APS</th>
<th>Language of teaching (English)</th>
<th>Mathematics</th>
<th>Mathematical Literacy</th>
<th>Physical Sciences</th>
<th>Life Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>4</td>
<td>4</td>
<td>Not accepted</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

*Additional subject 1 and 2 must be minimum 4 (50%+)

**HS9.1.3 Specific rules and regulations for Podiatry students**

1. Students must familiarize themselves with the internal rules and regulations of the Department of Podiatry. These rules and regulations, as set out in the Departments Clinical Practice Guidelines, are binding.
2. The programme is not offered as a part time or distance- learning programme. Students who are in full time employment will be unable to continue with their studies.
3. All students (even if not registered for Clinical Practice within that academic year) are required to see a minimum number of patients each year as determined by the department whilst they are registered. This is a requirement to ensure that clinical competencies are retained.
4. Final (4th) year students who fail any module or fail to complete their research project are required to register for Clinical Studies IV module the following year even if they have passed this module to ensure that clinical competencies are retained as per HPCSA requirements.
5. All registered students are required to attend clinics as rostered.
6. Students are required to adhere to the requirements of the department relating to personal appearance and dress code.

**HS9.1.4 Pass requirements**

1. Students are promoted:
   1.1 To full second-year status if they have passed all the first-year modules.
   1.2 To full third-year status if they have passed all the second-year modules.
   1.3 To the fourth year of study if they have passed all third-year modules.
2. Podiatric Medicine Practical and Clinical Practice related module credits are only retained provided that the theory and practical modules / components are passed during the same academic year. Should the student fail either the theory or the practical component of such modules credits are not retained for the past component/s and the student will be required to re-register for the entire module the following year. Students retain credits for all other modules passed.
3. Due to the integrated nature of the subjects, attendances of the following theoretical classes are compulsory: Podiatric Medicine 1, 2, 3 and 4, Clinical Studies 2, 3 and 4.
4. Students may enrol for a module in the following year, provided that:
   4.1 The prerequisite modules were passed.
   4.2 The module selection does not lead to timetable clashes.
   4.3 The module is not a clinical module.
5. In order to gain re-admission to the programme first year students must pass a minimum of 60% of modules.
6. 100% attendance of and participation in, the practical and experiential components are compulsory. If students fail to comply with this requirement, they will not gain examination entry for that particular module.
7. During the four-year of study, students must perform clinical work in the University
8. Attendance of all theory classes is compulsory. Students will have to provide reasons, in writing, for non-attendance.

**HS9.1.5 Curriculum**

<table>
<thead>
<tr>
<th>First year</th>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Semester one</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basic Sciences: Physics</td>
<td>PHY1ALT</td>
<td>See admission requirements.</td>
</tr>
<tr>
<td></td>
<td><strong>Semester two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basic Sciences: Chemistry</td>
<td>CET1BH1</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Year modules</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Podiatric Medicine Theory 1</td>
<td>HPMA111</td>
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</tr>
<tr>
<td></td>
<td>Podiatric Medicine Practical 1</td>
<td>HPMB111</td>
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</tr>
<tr>
<td></td>
<td>Microbiology Theory</td>
<td>HPMC111</td>
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<tr>
<td></td>
<td>Social Studies</td>
<td>SHCZ111</td>
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</tr>
<tr>
<td></td>
<td>Anatomy and Physiology 1</td>
<td>GAF111B</td>
<td></td>
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<td></td>
<td>First Aid Course (level 1)</td>
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<table>
<thead>
<tr>
<th>Second year</th>
<th>Module name</th>
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<td></td>
<td><strong>Semester one</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Podiatric Anatomy 2 Theory</td>
<td>GVA212A</td>
<td>GAF111B</td>
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<td>Podiatric Anatomy 2 Practical</td>
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<td>GAF111B</td>
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<td></td>
<td><strong>Year modules</strong></td>
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<td>Podiatric Medicine 2 Theory</td>
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<td>PHY1ALT, HPMA111 HPMB111 HPMC111</td>
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<td>Physiology 2</td>
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<td>PHY1ALT</td>
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<td></td>
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<td>HPMA111, HPMB111 HPMC111</td>
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<td>Clinical Studies 2 Theory</td>
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<td>Podiatric Orthotics Practical</td>
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Third year

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<tr>
<td><strong>Year modules</strong></td>
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<tr>
<td>Podiatric Medicine 3</td>
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<tr>
<td>Pathology and Medicine Theory</td>
<td>HPMB211</td>
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<tr>
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<tr>
<td>Clinical Studies 3 Practical</td>
<td>PKSB311</td>
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<tr>
<td>Surgery 1</td>
<td>GCC211</td>
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<td>Research Methodology 1</td>
<td>WNI211</td>
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Fourth year

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<td><strong>Year modules</strong></td>
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<tr>
<td>Podiatric Sports Medicine 4</td>
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<tr>
<td>Podopaediatrics 4</td>
<td>HPMB411</td>
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<td>Podogeriatrics 4</td>
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<tr>
<td>Clinical Studies 4 (Theory)</td>
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<td>Clinical Studies 4 (Practical)</td>
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<td>Research Project and Dissertation</td>
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<td>Health Management Systems</td>
<td>HMS41-1</td>
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**HS9.2 MAGISTER TECHNOLOGIAE: PODIATRY (504-1)**

**Duration of programme:**
Full-time: Minimum 1 year and maximum 2 years
Part-time: Minimum 1 year and maximum 3 years
Old NQF level 8
Research dissertation 100%
The last intake for MTech in Podiatry is 2019 academic year.

**HS9.2.1 Purpose**

The primary purpose of this qualification is to provide qualifying students with the ability to:
1. Perform independent scientific research with an original component.
2. Contribute to knowledge of and insight into podiatry as well as the specific discipline of research.
3. Display skills in related research methodologies and in proper formulation through a Master’s dissertation.
4. Reflect upon decision-making, self-directedness and contributions to podiatric science.

HS9.2.2 Outcomes

The student will be able to:
1. Identify, formulate, prepare and solve research problems.
2. Execute the research project at the appropriate level.
3. Collect, organize, check, evaluate and write a proper literature review organizing the appropriate information in an understandable and logic manner.
4. Acquire learning abilities in the research context including the assessment of scientific literature, execution of research methodologies including the gathering of data and evaluating the information obtained.
5. Report research findings at the appropriate level.
6. Make conclusions, suggestions and recommendations based on the data collected that are reasonable and justifiable.

HS9.2.3 Rules of access and admission requirements

A BTech Podiatry or an equivalent qualification in Podiatry at an equivalent standard as determined by a Status Committee and approved by the Faculty Board.

The Department require a two-page synopsis of the research topic and methodology before the student is allowed to register or commence with his/her Master's studies. Must be registered with the HPCSAs as a Podiatrist.

Selection criteria

Selection is based on approval by the Faculty's Research Committee.

HS9.2.4 Pass requirements

For the Masters the minimum duration is 1 year and maximum is 3 years.

HS9.2.5 Curriculum

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester one</strong></td>
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<tr>
<td>Dissertation &amp; Research Project: Podiatry</td>
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</tr>
<tr>
<td><strong>Semester two</strong></td>
<td></td>
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<tr>
<td>Dissertation &amp; Research Project: Podiatry</td>
<td>RES5042</td>
</tr>
</tbody>
</table>
DEPARTMENT OF SOMATOLOGY

BACCALAUREUS TECHNOLOGIAE: SOMATOLOGY (528-1)

Duration of programme:
Full-time: 1 Year
Old NQF level 7
The last intake for BTech in Somatology is 2019 academic year.

Purpose

This qualification is intended for a Somatologist working as part of a multi-disciplinary team in the field of Somatology. The qualified student will have the competencies to devise and apply clinical and specialised soma therapies in a health environment.

Outcomes

Exit level outcomes:

1. Perform specialised and/or paramedical therapies (Health and Somatherapies) within the accepted protocols of the profession.
2. Conduct meaningful research for the advancement and development of the Somatology industry.
3. Manage change.
4. Maintain a safe working environment.
5. Implement and maintain quality assurance and quality control.

Specific outcomes:

1. Perform selected specialised somatherapies.
2. Advance the development of communication between health care providers.
3. Collect and organise information, prepare a research protocol and complete a relevant research project.
4. Develop initiatives for innovation and change.
5. Initiate and implement change and improvement in services, products and systems.

Rules of access and admission requirements

1. National Diploma Somatology or an equivalent qualification at an equivalent standard as determined by a Status Committee.
2. In order to comply with the admission requirements, holders of the National Diploma Beauty Technology who registered before 1994 must complete the following additional modules as for the National Diploma Somatology:
   2.1. Computer skills.
   2.2. Nutrition 3.

Selection criteria

Selection takes place on academic merit.

Pass requirements

Refer to the Academic Regulations of the University of Johannesburg.
HS10.1.5  Curriculum

<table>
<thead>
<tr>
<th>Fourth year</th>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester one</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Methodology</td>
<td>RMD21</td>
<td>See rules of access and admission requirements</td>
</tr>
<tr>
<td></td>
<td>Camouflage Therapy</td>
<td>STEA411</td>
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<tr>
<td></td>
<td>Specialised Massage Techniques: Reflexology 4</td>
<td>STED411</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Psychology 2</td>
<td>SPY201</td>
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<td></td>
<td>Semester two</td>
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<tr>
<td></td>
<td>Business Practice 3</td>
<td>BUP301</td>
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<td></td>
<td>Somatology Project 4</td>
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<td></td>
<td>Soma Techniques Practical</td>
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<td>Telangiectasia Treatment</td>
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<tr>
<td></td>
<td>Specialised Massage Techniques: Aromatherapy 4</td>
<td>STEB411</td>
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</tbody>
</table>

HS10.2  MAGISTER TECHNOLOGIAE: SOMATOLOGY (530)

Duration of programme:
Full-time: Minimum 1 year and maximum 2 years
Part-time: Minimum 1 year and maximum 3 years
Old NQF level 8
Research dissertation 100%
The last intake for MTech in Somatology is 2019 academic year.

HS10.2.1  Purpose

The qualified student will have the competence to conduct independent research under minimal guidance in a chosen field, and contribute to knowledge production in that field. The research problem, its justification, process and outcomes are reported in a dissertation, which complies with the general accepted norms for research at this level.

HS10.2.2  Outcomes

Exit level outcomes:

1. Demonstrate knowledge and understanding of the field/area of investigation.
2. Apply research methods and techniques appropriately and correctly.

Specific outcomes:

1. Demonstrate knowledge of the scope of relevant knowledge in the selected field/area of research.
2. Demonstrate understanding of the chosen field.
3. Select the appropriate research method for the investigation.
4. Apply scientific methods correctly in the research process.

**HS10.2.3 Rules of access and admission requirements**

A BTech Somatology or an equivalent qualification at an equivalent standard as determined by a Status Committee and approved by the Faculty Board.

**HS10.2.4 Pass requirements**

Refer to the Academic Regulations of the University of Johannesburg.

**HS10.2.5 Curriculum**

<table>
<thead>
<tr>
<th>Module</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester one</strong></td>
<td></td>
</tr>
<tr>
<td>Dissertation and Research Project: Somatology</td>
<td>RES5301</td>
</tr>
<tr>
<td><strong>Semester two</strong></td>
<td></td>
</tr>
<tr>
<td>Dissertation and Research Project: Somatology</td>
<td>RES5302</td>
</tr>
</tbody>
</table>

**HS11 DEPARTMENT OF SPORT AND MOVEMENT STUDIES**

**HS11.1 NATIONAL DIPLOMA: SPORT MANAGEMENT (393-2)**

Duration of programme:
Full-time: 3 Years
Old NQF level 5

**HS11.1.1 Purpose**

Students will acquire knowledge and practical competencies in the administration and management of small sport enterprises as well as to reflect on their decisions made. More specifically they will obtain those competencies in the functional aspects of management.

**HS11.1.2 Outcomes**

1. Students should be able to implement the functional management competencies in order to manage a small sport enterprise.
2. Students should be able to organise a sport club event utilizing the principles of event management.
3. Students should be able to do the administration of a small sport enterprise.
4. Students should be able to plan and implement a marketing plan for an event or small sport enterprise.

**HS11.1.3 Rules of access and admission requirements**

An FETC, Senior Certificate or an equivalent qualification at NQF 4 as determined by a Status Committee, with the following subjects:
1. Compulsory subject English with at least a higher grade E or standard grade D symbol.
A National Senior Certificate - APS Score with minimum requirements as shown below:
(Exclude Life Orientation when calculating APS)

<table>
<thead>
<tr>
<th>Minimum APS</th>
<th>Language of teaching and learning</th>
<th>Mathematics</th>
<th>Mathematical Literacy</th>
<th>Life Sciences</th>
<th>Physical Sciences</th>
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<tr>
<td>18 with Mathematics 19 with Mathematical Literacy</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>Not applicable</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

*Additional subject 1, 2, 3 and 4 must be minimum 3 (40%+)

Selection criteria

The Department of Sport and Movement Studies base selection on academic merit and availability of places in the programme.

**HS11.4 Pass requirements**

1. Students are promoted:
   1.1. To the second year of study if they have passed at least 2 modules (from either Sport Management 1A and B; or Business Management 1A and B), plus 2 other modules; to the third year of study if they have passed at least 10 modules, including Sport Management 2 and Business management 2.
2. Students must take all outstanding modules of the previous year of study before they may take modules of the following year of study, limited to a maximum of 6 modules in any one year of study.
3. Students retain credit for all modules passed.
4. Students must re-apply for continuation of their studies if they failed to pass an accumulative total of modules of at least:
   4.1. 3 Modules after the first semester of study (one must be Sport Management 1A or Business Management 1A).
   4.2. 6 Modules after the first year of study.
   4.3. 12 Modules after the second year of study.
   4.4. 18 Modules after the third year of study.
5. Work integrated learning: Students must accumulate 900 hours of approved practical work over their three years of study in Sport Management 1C, 2C and 3C. The Department will monitor and evaluate the student’s progress.
### First year

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester one</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing 1A</td>
<td>BBH11A1</td>
<td></td>
</tr>
<tr>
<td>Business Management 1A</td>
<td>BEM11A2</td>
<td></td>
</tr>
<tr>
<td>English 1A</td>
<td>PME11A1</td>
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</tr>
<tr>
<td>Sport Management 1A</td>
<td>STM11A1</td>
<td></td>
</tr>
<tr>
<td><strong>Semester two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing 1B</td>
<td>BBH11B1</td>
<td></td>
</tr>
<tr>
<td>Sport Management 1B</td>
<td>STM11B1</td>
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<td>English 1B</td>
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<td><strong>Year modules</strong></td>
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</tr>
<tr>
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### Second year

<table>
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<tr>
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<th>Module code</th>
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<td>BBH11B1</td>
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<tr>
<td>Public Relations 1A</td>
<td>SKW11A1</td>
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<tr>
<td>End-User Computing A</td>
<td>BEU11A1</td>
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<tr>
<td>Business Management 2A</td>
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<td>BEM11A2</td>
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<tr>
<td></td>
<td></td>
<td>BEM11B2</td>
</tr>
<tr>
<td><strong>Semester two</strong></td>
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<td></td>
</tr>
<tr>
<td>Marketing 2C</td>
<td>BBH221C</td>
<td>BBH11A1</td>
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<td>BBH11B1</td>
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</tr>
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<td>STM11B1</td>
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<td>STM11C1</td>
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<tr>
<td>Public Relations 1B</td>
<td>SKW11B1</td>
<td></td>
</tr>
</tbody>
</table>
### End-User Computing B
- **Module**: BEU11B1

### Business Management 2B
- **Module**: BEM22B2
- **Prerequisites**: BEM11A2, BEM11B2

### Year module
- **Sport Management 2C**: STM22C2
  - **Prerequisites**: STM11A1, STM11B1, STM11C1

### Third year

#### Module name | Module code | Prerequisite code
--- | --- | ---
#### Semester one
- **Sport Management 3A**: STM33A3
  - **Prerequisites**: STM22A2, STM22B2, STM22C2
- **Sport and Physical Recreation Studies 3A**: SPR33A3
- **Business Management 3A**: BEM33A3
  - **Prerequisites**: BEM22A2, BEM22B2

#### Semester two
- **Sport Management 3B**: STM33B3
  - **Prerequisites**: STM22A2, STM22B2, STM22C2
- **Sport and Physical Recreation Studies 3B**: SPR33B3
- **Business Management 3B**: BEM33B3
  - **Prerequisites**: BEM22A2, BEM22B2

#### Year module
- **Sport Management 3C**: STM33C3
  - **Prerequisites**: STM22A2, STM22B2, STM22C2

---

**HS11.2 BACHELOR OF ARTS IN SPORT COMMUNICATION (B9S11Q)**

**Duration of programme:**
- **Full-time**: 3 Years
- **New NQF level 7**

**HS11.2.1 Purpose**

The aim of this qualification is to develop the students’ applied competence in sport communication. Applied competence implies the acquisition, analysis, interpretation and application of communication principles related to the context of sport communication in relevant sectors of the sport communication industry.
HS11.2.2 Outcomes

Students will develop the ability to internalize, reflect on and communicate strategic decisions and applications effectively through the correct and suitable use of scientific language and technical terminology associated with sport communication. The qualification will facilitate effective learning through exposure to, and the application of, appropriate learning styles, thereby enabling them to navigate and holistically manage the dynamic context of sport communication.

HS11.2.3 Rules of access and admission requirements

A Senior Certificate, or an equivalent qualification at an equivalent standard as determined by a Status Committee.

A National Senior Certificate - APS Score with minimum requirements as shown below:
(Exclude Life Orientation when calculating APS)

<table>
<thead>
<tr>
<th>Minimum APS</th>
<th>Language of teaching and learning</th>
<th>Mathematics</th>
<th>Mathematical Literacy</th>
<th>Life Sciences</th>
<th>Physical Sciences</th>
</tr>
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<tbody>
<tr>
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<td>5</td>
<td>3</td>
<td>4</td>
<td>Not applicable</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

*Additional subject 1, 2, 3 must be minimum 4 (50%+) and subject 4 must be minimum 3 (40%+)*

HS11.2.4 Pass requirements

To be admitted to any module in the second or third academic year of study, and progress to the following year of study, students must have passed at least 60% of the modules in the previous year of study.

HS11.2.5 Curriculum:

Sport and Movement Studies Students are not allowed to register for specialized modules within the Department of Communication.

<table>
<thead>
<tr>
<th>First year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module name</strong></td>
</tr>
<tr>
<td>Semester one</td>
</tr>
<tr>
<td>Kinesiology 1A</td>
</tr>
<tr>
<td>Sport Administration 1C</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology 1A</td>
</tr>
<tr>
<td>Communication 1A (Intro to Communication)</td>
</tr>
<tr>
<td>English 1C (First Semester)</td>
</tr>
<tr>
<td>Semester two</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Kinesiology 1B</td>
</tr>
<tr>
<td>Sport Practice 1D</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology 1A</td>
</tr>
<tr>
<td>Communication 1B (Mass Communication)</td>
</tr>
<tr>
<td>General Computer Literacy</td>
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<tr>
<td>Word Processing and Pres. Appl.</td>
</tr>
<tr>
<td>Spread sheets and Databases</td>
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<td>Information Literacy</td>
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<table>
<thead>
<tr>
<th>Second year</th>
<th>Module code</th>
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<tr>
<td></td>
<td>Prerequisite code</td>
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<td>Module name</td>
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<td>Semester one</td>
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<tr>
<td>Sport Management 2C</td>
<td>SPM02C2</td>
</tr>
<tr>
<td>Communication 2A (Intro to Communication)</td>
<td>CMS2AA2 CMS1BB1</td>
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<tr>
<td>Semester two</td>
<td></td>
</tr>
<tr>
<td>Exercise Science 2B</td>
<td>EXS02B2</td>
</tr>
<tr>
<td>Leisure and Sport Tourism Studies 2D</td>
<td>LST02D2</td>
</tr>
<tr>
<td>Practical Aspects 2E</td>
<td>PRA02E2</td>
</tr>
<tr>
<td>Communication 2B (Communication Research)</td>
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</tr>
<tr>
<td>Third year</td>
<td></td>
</tr>
<tr>
<td>Module name</td>
<td>Module code</td>
</tr>
<tr>
<td></td>
<td>Prerequisite code</td>
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<tr>
<td>Semester one</td>
<td></td>
</tr>
<tr>
<td>Sport Psychology and Perceptual Motor Learning 3A</td>
<td>SPP03A3</td>
</tr>
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<td>Communication 3A (Organisational Communication)</td>
<td>CMS3AA3 CMS1AA1 CMS1BB1</td>
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<tr>
<td>Semester two</td>
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</tr>
<tr>
<td>Sport Sociology 3B</td>
<td>SPS03B3</td>
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<td>Work Integrated Learning 3E</td>
<td>WIL03E3</td>
</tr>
<tr>
<td>Communication 3B (Global Communication)</td>
<td>CMS3BB3 CMS3AA3</td>
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</table>
HS11.3  **BACHELOR OF ARTS IN SPORT DEVELOPMENT (B9S13Q)**

Duration of programme:
Full-time: 3 Years
New NQF level 7

HS11.3.1  Purpose

Successful students will have acquired the intellectual competencies and practical skills to enable them to become practitioners in the field of Sport Development.

HS11.3.2  Outcomes

This field entails three levels: Firstly on the micro-level it deals with the study of the development of individual competencies with regard to movement. Secondly on the meso-level it refers to the way in which community development can be facilitated through participation in sport and recreation and the establishment of facilities. Thirdly on the macro-level the possible positive social impact of sport and recreation on society generally towards the enhancement of the quality of human life is studied. This then implies the acquisition, analysis, interpretation and application of social science principles related to the context of sport development. Students will develop the ability to discuss and investigate human conduct and interaction in sport and recreation, particularly in the South African context.

HS11.3.3  Rules of access and admission requirements

A Senior Certificate, or an equivalent qualification at an equivalent standard as determined by a Status Committee.

A National Senior Certificate - APS Score with minimum requirements as shown below:
(Exclude Life Orientation when calculating APS)

<table>
<thead>
<tr>
<th>Minimum APS</th>
<th>Language of teaching and learning</th>
<th>Mathematics</th>
<th>Mathematical Literacy</th>
<th>Life Sciences</th>
<th>Physical Sciences</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3</td>
<td>4</td>
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<td>Not applicable</td>
</tr>
<tr>
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</tbody>
</table>

*Additional subject 1, 2, 3 must be minimum 4 (50%) and subject 4 must be minimum 3 (40%)*

HS11.3.4  Pass requirements

To be admitted to any module in the second or third academic year of study, and progress to the following year of study, students must have passed at least 60% of the modules in the previous year of study.
## First year

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester one</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinesiology 1A</td>
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<td>Sport Administration 1C</td>
<td>SPA01C1</td>
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</tr>
<tr>
<td>Anatomy &amp; Physiology 1A</td>
<td>ANP01A1</td>
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</tr>
<tr>
<td>Anthropology 1A</td>
<td>ATL1AA1</td>
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</tr>
<tr>
<td>Development Studies 1A</td>
<td>DEV1AA1</td>
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<tr>
<td>Sociology 1A</td>
<td>SOC1AA1</td>
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</tr>
<tr>
<td><strong>Semester two</strong></td>
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<td></td>
</tr>
<tr>
<td>Kinesiology 1B</td>
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<tr>
<td>Sport Practice 1D</td>
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<tr>
<td>Anatomy &amp; Physiology 1A</td>
<td>ANP01B1</td>
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<td>Anthropology 1B</td>
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<td>Development Studies 1B</td>
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## Second year

<table>
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<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
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<tbody>
<tr>
<td><strong>Semester one</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Didactics and Exercise Science 2A</td>
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<td>Development Studies 2A</td>
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<td><strong>Semester two</strong></td>
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<td></td>
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<tr>
<td>Exercise Science 2B</td>
<td>EXS02B2</td>
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### Third year

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester one</strong></td>
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<td></td>
</tr>
<tr>
<td>Sport Psychology and Perceptual Motor Learning 3A</td>
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<td>Development Studies 3A</td>
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<tr>
<td>OR</td>
<td></td>
<td>DEV1BB1</td>
</tr>
<tr>
<td>Sociology 3A</td>
<td>SOC3AA3</td>
<td>SOC1AA1</td>
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<tr>
<td><strong>Semester two</strong></td>
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<tr>
<td>Sport Sociology 3B</td>
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</table>

**HS11.4 BACHELOR OF ARTS IN SPORT PSYCHOLOGY (B9S12Q)**

**Duration programme:**

**Full-time: 3 Years**

**New NQF level 7**

**HS11.4.1 Purpose**

The primary purpose of this qualification is to provide qualifying students with: a broad-based, strong and cohesive knowledge foundation for further studies in Sport Psychology; a knowledge foundation for applied and fundamental research in Psychology; analytical, interpretive and integrative skills that have practical value for the society as a whole and the ability to reflect on Sport Psychology and have a holistic view of Sport Psychology and its application in various contexts.

**HS11.4.2 Outcomes**

Upon completion of this course the student should be able to apply the knowledge to fundamental research in Psychology, analytical, interpretive and integrative skills that have practical value for the society as a whole and the ability to reflect on Sport Psychology and have a holistic view of Sport Psychology and its application in various contexts. Students will develop the ability to discuss, problematize and investigate human conduct and interaction in sport and recreation, particularly in the South African context.

**HS11.4.3 Rules of access and admission requirements**

A Senior Certificate, or an equivalent qualification at an equivalent standard as determined by a Status Committee.
A National Senior Certificate - APS Score with minimum requirements as shown below: (Exclude Life Orientation when calculating APS)

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<thead>
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<td>23 with Mathematics</td>
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<td>3</td>
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<tr>
<td>24 with Mathematical Literacy</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>Not applicable</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

*Additional subject 1, 2, 3 must be minimum 4 (50%+) and subject 4 must be minimum 3 (40%+)

**HS11.4.4 Pass requirements**

To be admitted to any module in the second or third academic year of study, and progress to the following year of study, students must have passed at least 60% of the modules in the previous year of study.

**HS11.4.5 Curriculum**

<table>
<thead>
<tr>
<th>First year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module name</strong></td>
</tr>
<tr>
<td><strong>Semester one</strong></td>
</tr>
<tr>
<td>Kinesiology 1A</td>
</tr>
<tr>
<td>Sport Administration 1C</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology 1A</td>
</tr>
<tr>
<td>Psychology 1A</td>
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<td>Sociology 1A</td>
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<td><strong>Semester two</strong></td>
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<tr>
<td>Sport Practice 1D</td>
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<tr>
<td>Anatomy &amp; Physiology 1A</td>
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<td>Psychology 1B</td>
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<tr>
<td>Semester one</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Didactics and Exercise Science 2A</td>
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<tr>
<td>Sport Management 2C</td>
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<tr>
<td>Developmental Psychology 2A</td>
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<td>Sociology 2A</td>
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<tr>
<td>Semester two</td>
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<td>Practical Aspects 2E</td>
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<td>Positive Psychology 2D</td>
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<td>Leisure and Sport Tourism Studies 2D</td>
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<table>
<thead>
<tr>
<th>Semester one</th>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
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<tbody>
<tr>
<td>Sport Psychology and Perceptual Motor Learning 3A</td>
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<tr>
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<table>
<thead>
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<th>Semester two</th>
<th>Module name</th>
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<th>Prerequisite code</th>
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<tbody>
<tr>
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<td>Work Integrated Learning 3E</td>
<td>WIL03E3</td>
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<td>Psychopathology 3D</td>
<td>PSY3DB3</td>
<td>PSY3AA3</td>
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<tr>
<td>Sport Psychology 3B</td>
<td>SPS3BB3</td>
<td></td>
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</table>
HS11.5  **BACHELOR OF COMMERCE IN SPORT MANAGEMENT (B9S14Q)**

Duration of programme:
Full-time: 3 Years
New NQF level 7

HS11.5.1  **Purpose**

The student should develop applied competencies in the mastering, analysis, interpretation and application of management principles in the fitness and health, coaching, teaching and retailing sectors of the sport industry.

HS11.5.2  **Outcome**

Students will develop the ability to internalize, reflect on, and communicate strategic decisions and applications effectively through the correct and suitable use of scientific language and technical terminology associated with sport management. The qualification will facilitate effective learning through exposure to, and the application of, appropriate learning styles, thereby enabling them to navigate and holistically manage the dynamic context of sport management.

HS11.5.3  **Rules of access**

A Senior Certificate, or an equivalent qualification at an equivalent standard as determined by a Status Committee. Maths HG – D, Maths SG - C

A National Senior Certificate (NSC) - APS Score with minimum requirements as shown below:

(Exclude Life Orientation when calculating APS)

<table>
<thead>
<tr>
<th>APS</th>
<th>Language of teaching and learning (English)</th>
<th>Mathematics</th>
<th>Mathematical Literacy</th>
<th>Physical Sciences</th>
<th>Life Sciences</th>
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<tr>
<td>23</td>
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<td>Not applicable</td>
</tr>
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</table>

*Additional subject 1, 2, 3 must be minimum 4 (50%) and subject 4 must be minimum 3 (40%)*

HS11.5.4  **Pass Requirements**

To be admitted to any module in the second or third academic year of study, and progress to the following year of study, students must have passed at least 60% of the modules in the previous year of studies.

HS11.5.5  **Curriculum**

<table>
<thead>
<tr>
<th>First year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module name</td>
</tr>
<tr>
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</tr>
<tr>
<td>Semester one</td>
</tr>
<tr>
<td>Analytical Techniques A</td>
</tr>
<tr>
<td>Industrial Psychology 1A</td>
</tr>
<tr>
<td>Module name</td>
</tr>
<tr>
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</tr>
<tr>
<td>Kinesiology 1A</td>
</tr>
<tr>
<td>Sport Administration 1A</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology 1A</td>
</tr>
<tr>
<td>Business Management 1A</td>
</tr>
<tr>
<td><strong>Semester two</strong></td>
</tr>
<tr>
<td>Analytical Techniques B</td>
</tr>
<tr>
<td>Industrial Psychology 1B</td>
</tr>
<tr>
<td>Kinesiology 1B</td>
</tr>
<tr>
<td>Sport Practice 1D</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology 1A</td>
</tr>
<tr>
<td>Business Management 1B</td>
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<td><strong>Second year:</strong></td>
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<tr>
<td><strong>Module name</strong></td>
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<tr>
<td><strong>Semester one</strong></td>
</tr>
<tr>
<td>Industrial Psychology 2A</td>
</tr>
<tr>
<td>Didactics and Exercise Science 2A</td>
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<tr>
<td>Sport Management 2C</td>
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<tr>
<td>Business Management 2A</td>
</tr>
<tr>
<td>One of the following:</td>
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<tr>
<td>Economics 1A</td>
</tr>
<tr>
<td>or Accounting A</td>
</tr>
<tr>
<td><strong>Semester two</strong></td>
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<tr>
<td>Industrial Psychology 2B</td>
</tr>
<tr>
<td>Exercise Science 2B</td>
</tr>
<tr>
<td>Practical Aspects 2E</td>
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<tr>
<td>Leisure and Sport Tourism Studies 2D</td>
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<td>Business Management 2B</td>
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<tr>
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<tr>
<td>or Accounting B</td>
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### Third year

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
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<tr>
<td><strong>Semester one</strong></td>
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</tr>
<tr>
<td>Industrial Psychology 3A</td>
<td>IPS13A3</td>
<td>IPS12A2</td>
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<tr>
<td>Sport Psychology and Perceptual Motor Learning 3A</td>
<td>SPP03A3</td>
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<td>Sport Marketing and Finance 3C</td>
<td>SFM03C3</td>
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<td>BMA13A3</td>
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<td>Industrial Psychology 3B</td>
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<td>Sport Sociology 3B</td>
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<tr>
<td>Work Integrated Learning 3E</td>
<td>WIL03E3</td>
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<tr>
<td>Facility, Event and Human Resource Management in Sport 3D</td>
<td>FEH03D3</td>
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<tr>
<td>Business Management 3B</td>
<td>BMA23B3</td>
<td>BMA22B2</td>
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</table>

**HS11.6 BACHELOR OF BIOKINETICS (B9S05Q)**

**Duration of programme:**
Full-time: 4 Years
New NQF level 8

**Purpose**

The qualification serves as a foundation and core knowledge base whereby the acquisition of professional abilities such as competence, skills, values and attitudes are ensured, as well as gaining applied competence to act as a specialist health care professional, namely a Biokineticist, should prove to be the end product. Competent and qualified Biokineticists are able to work in a variety of settings, including the public and private sector and in both urban and rural settings. Biokineticists primarily utilise their professional expertise in exercise, physical activity and health education to enhance/promote health in general, and specifically prevent dysfunction, restore and maintain an individual's compromised functional ability, particularly in respect of orthopaedic injury and chronic disease states.

The qualification will provide all economic sectors with a pool of well-qualified people whose competence will be internationally recognised and who will be able to perform specialised biokinetic health care services within any community setting.

The Professional Qualification: Health Professional-Biokineticist is distinct from other qualifications in the health care profession as its main focus is scientifically based prescriptive exercise in the four domains of practice.
HS11.6.2 Outcome

Competent Biokineticists are able to:

1. Demonstrate knowledge, competence, skills and attitudes related to the structure and function of the human body systems.
2. Demonstrate knowledge, competence, skills and attitudes related to the psychosocial aspects of health and human performance.
3. Demonstrate knowledge, competence, skills and attitudes related to biomechanics.
4. Demonstrate knowledge, competence, skills and attitudes related to exercise physiology and clinical exercise physiology for rehabilitation.
5. Demonstrate specialised knowledge, competence, skills and attitudes related to human motor behaviour.
6. Demonstrate adequate knowledge, competence, skills and attitudes related to exercise science.
7. Plan and implement effective and efficient therapeutic and recreation programmes.
8. Apply specialised knowledge, competence, skills and attitudes related to health promotion, health education and health related aspects of exercise and physical activity in individual, community and work context.
9. Apply relevant and appropriate knowledge, competence, skills and attitudes related to the prevention and rehabilitation of musco-skeletal injuries.
10. Apply relevant knowledge, competence, skills and attitudes in conducting scientific measurement and evaluation in biokinetic contexts.
11. Apply relevant knowledge, competence, skills and attitudes to the management of chronic diseases and disabilities.
12. Demonstrate competence of the research process and various methodologies as well as apply the relevant knowledge, skills and attitudes in conducting a research project on a biokinetics or related topic.
13. Manage a private or public biokinetics practice or health care facility.

HS11.6.3 Rules of access

A Senior Certificate with university exemption, or an equivalent qualification as determined by a Status Committee. Life Sciences, although not compulsory, is highly recommended for entrance into the degree.

A National Senior Certificate - APS Score with minimum requirements as shown below: Life Sciences, although not compulsory, is highly recommended for entrance into the degree.

A National Senior Certificate - APS Score with minimum requirements as shown below:
(Exclude Life Orientation when calculating APS)

<table>
<thead>
<tr>
<th>Minimum APS</th>
<th>Language of teaching and learning</th>
<th>Mathematics</th>
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<th>Physical Sciences</th>
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<td>Not applicable</td>
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*Additional subject 1, 2, 3 must be minimum 5 (60%+) and subject 4 must be minimum 4 (50%+)
## HS11.6.4 Selection criteria

NB: All students accessing this qualification are required to register with the Health Professions Council of South Africa (HPCSA) for the duration of the study period.

In addition to the above, numbers for this programme will be capped and thus the applicants will be selected based on their APS scores.

## HS11.6.5 Pass Requirements

To be promoted to the following year of study, students must have passed 100% of the modules in the previous year of study and to proceed with studies, students need to pass at least 60% of the modules in the previous year of study.

## HS11.6.6 Curriculum

<table>
<thead>
<tr>
<th>First year</th>
<th>Module name</th>
<th>Module code</th>
<th>Prerequisite code</th>
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<td>Semester one</td>
<td>Nutrition 1</td>
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<td>Practice Administration 1</td>
<td>PAM01A1</td>
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<td>Psychology 1A</td>
<td>PSY1AA1</td>
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<td>Semester two</td>
<td>Biomechanics 1</td>
<td>BIM01B1</td>
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<td>Psychology 1B</td>
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<td>Biokinetics 1</td>
<td>BIK01Y1</td>
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<td>Second year:</td>
<td>Module name</td>
<td>Module code</td>
<td>Prerequisite code</td>
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<td>Year modules</td>
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<td>AAP01Y2</td>
<td>AAP01Y1</td>
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<td>Biokinetics 2</td>
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<td></td>
<td>Exercise Physiology</td>
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<td>Perceptual Motor Behaviour</td>
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### Third year

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<th>Prerequisite Code</th>
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<td>Research Methodology</td>
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#### Semester two

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<tr>
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### Year modules

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<th>Prerequisite Code</th>
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<tr>
<td>Biokinetics 3</td>
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<td>Biokinetics Practice 1</td>
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### Fourth year

<table>
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<th>Module Name</th>
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<tbody>
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#### Semester one

<table>
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<tbody>
<tr>
<td>Biokinetics 4</td>
<td>BIK01Y4</td>
<td>BIK01Y3</td>
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<tr>
<td>Biokinetics Practice 2</td>
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<td>BIO01Y3</td>
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<tr>
<td>Biokinetics Research: Mini Dissertation</td>
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### HS11.7 BACHELOR OF ARTS HONOURS IN BIOKINETICS (H9S01Q)

**Duration of programme:**
- Full-time: 1 Year
- New NQF level 8

The last intake for Bachelor of Arts Honours in Biokinetics is 2019 academic year.

### HS11.7.1 Purpose

The primary purpose of this qualification is to provide qualifying students with the ability to:

1. Work as a biokineticist in a variety of settings, including the public and private sector as well as in rural communities.
2. Provide learners with the necessary knowledge and skills in health promotion, orthopaedic rehabilitation and chronic disease management.
3. Function as independent clinical practitioners in a variety of clinical settings.

Successful completion of this qualification will entitle the student to register with the Health Professions Council of South Africa (HPCSA) as a Biokineticist intern.
HS11.7.2 Outcomes

After completion of the programme, the student will be able to:
1. Perform routine and specialized assessments on patients within the fields of orthopaedic conditions (e.g. lower back pain and interior knee pain) and chronic conditions (e.g. stroke and hypertension).
2. Communicate clinical findings to the patient as well as to the referring practitioner or other health care professional by means of written, electronic and verbal means.
3. Plan, develop and implement individualized, scientific-based rehabilitation interventions to manage each patient's condition.
4. Monitor the rehabilitation and progress of each patient under their care and ensure their safety during exercise participation.
5. Regularly re-assess patients and adapting the prescription if necessary to ensure that progress is being made.
6. Educate patients regarding their condition and how to prevent future re-injury or relapses in their condition.
7. Apply evidence-based criteria for the patients' discharge from rehabilitation and their return to activities of daily living (e.g. work, leisure and sport participation).
8. Perform screening for diseases of lifestyle (e.g. coronary artery disease and cancer) using a variety of methods in different public, community and corporate settings.
9. Communicate findings to the stakeholders involved by means of written, electronic and verbal means.
10. Plan, develop and implement appropriate educational and exercise-based strategies to help prevent hypokinetic diseases and to promote health.
11. Establish an appropriate referral network to serve the needs of patients and clients alike.
12. Apply the principles of human rights, ethics and relevant medical law which ensure the well-being of the patient.
13. Apply the principles, specific knowledge, skills and values related to the different disciplines within Biokinetics.
14. Conduct research in the field of Biokinetics.

HS11.7.3 Rules of Access

Access will be provided to the student who is in possession of a BCom (Sport Management), BA (Sport Psychology), BA (Sport Development), BA (Sport Communication), BSc (Sport Science) or any equivalent qualification majoring in Human Movement Studies with a programme specific minimum level of competency on NQF Level 7, as prescribed by the Health Professions Council of South Africa (HPCSA), generating a minimum of 360 credits (with an overall minimum average of 60% in the third year). Preparatory study may be required by the Department. Applications for admission until 2018 are considered by a Departmental selection committee and only a limited number of students are admitted each year. The limited number of students admitted is based on the Department's capacity to adequately expose the students to clinical work, student to supervisor ratios and the number of students qualifying nationally from other academic institutions.
HS11.4 Curriculum

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
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<tbody>
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<td><strong>Semester one</strong></td>
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<tr>
<td>Physical Wellness</td>
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<tr>
<td>Pathophysiology</td>
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<tr>
<td>Exercise Physiology</td>
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<td>Research Methodology</td>
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<td>Biokinetics Paper 1</td>
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<td>Biokinetics Paper 2</td>
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</tr>
<tr>
<td>Biokinetics Practice</td>
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</tbody>
</table>

HS11.8 BACHELOR OF COMMERCE HONOURS IN SPORT MANAGEMENT (H9S05Q)

Duration of programme:
Full-time: 1 Year
Part-time: 2 Years
New NQF level 8

HS11.8.1 Purpose

The student should develop applied competencies in the mastering, analysis, interpretation and application of management principles in the fitness and health, coaching, teaching and retailing sectors of the sport industry. The students should be able to reflect on their managerial decisions and applications to assess the effect thereof in the holistic context of sport management as practice.

HS11.8.2 Outcome

The student should be able to:
1. Resolve typical problems that exist in the management of sport environments.
2. Plan, implement and analyse research in a sport environment.
3. Apply different learning strategies in the study of sport and related competencies.
4. Apply strategic planning competencies.
5. Execute financial planning, control and analysis.
6. Manage the human resources of a sport environment/organization.
7. Plan, execute and evaluate a sport event(s).
HS11.8.3 Rules of access

A potential student should be in possession of a BCom (Sport Management) or any related qualification with a program specific minimum level of competency on the NQF Level 7 generating 360 credits (with an overall minimum average of 60% in the third year). Applications for admission are considered by a Departmental selection committee and a limited number is admitted every year. The limited number of students admitted is based on the Department’s capacity to adequately expose the students to Work Integrated Learning (WIL) and student to supervisor ratios.

HS11.8.4 Curriculum

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
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<td><strong>Semester one</strong></td>
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<td>Facility and Event Management</td>
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<td>Sport Marketing</td>
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<td>Sport Sociology</td>
<td>HMS8X17</td>
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<td>Strategic Management in Sport</td>
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<td><strong>Semester two</strong></td>
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<td>Human Resource Management in Sport</td>
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<td>Sport Finance</td>
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<tr>
<td>Sport Management Practice</td>
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</tbody>
</table>

HS11.9 BACHELOR OF ARTS HONOURS IN SPORT MANAGEMENT (HBA053)

Duration of programme:
Full-time: 1 Year
Part-time: 2 Years
Old NQF level 7

HS11.9.1 Purpose

The student should develop applied competencies in the mastering, analysis, interpretation and application of management principles in the fitness and health, coaching, teaching and retailing sectors of the sport industry. The students should be able to reflect on their managerial decisions and applications to assess the effect thereof in the holistic context of sport management as practice.

HS11.9.2 Outcome

The student should be able to:
1. Resolve typical problems that exist in the management of sport environments.
2. Plan, implement and analyse research in a sport environment.
3. Apply different learning strategies in the study of sport and related competencies.
4. Apply strategic planning competencies.
5. Execute financial planning, control and analysis.
6. Manage the human resources of a sport environment/organization.
7. Plan, execute and evaluate a sport event(s).

HS11.9.3 Rules of access

A potential student should be in possession of a degree or any relevant qualification with a program specific minimum level of competency on the NQF Level 7 generating 360 credits (with an overall minimum average of 60% in the third year). Applications for admission are considered by a Departmental selection committee and a limited number is admitted every year. The limited number of students admitted is based on the Department’s capacity to adequately expose the students to Work Integrated Learning (WIL) and student to supervisor ratios.

HS11.9.4 Curriculum

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
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</thead>
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<tr>
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<tr>
<td>Facility and Event Management</td>
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<td>Sport Marketing</td>
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<tr>
<td>Sport Management Practice</td>
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</table>

HS11.10 BACHELOR OF ARTS HONOURS IN SPORT SCIENCE (H9S03Q)

Duration of programme:
- Full-time: 1 Year
- Part-time: 2 Years
- New NQF level 8

HS11.10.1 Purpose

The student should develop applied competence in the analysis, interpretation and application of sport science principles in the fitness and health, coaching and teaching sectors of the sport industry. The student should be able to take strategic decisions in the context of sport science and to assess any internal or external decision impacting on sport science. The student should further be able to reflect on his/her scientific decisions and applications to assess the effect thereof in the holistic context of sport science as practice.

HS11.10.2 Outcome

Students will develop the ability to internalize, reflect on and communicate related Sport Science principles in the fitness and health, coaching and teaching sectors of the Sport industry. The student should further be able to reflect on his/her scientific decisions...
and applications to assess the effect thereof in the holistic context of sport science as practice.

HS11.10.3 Rules of access

Access will be provided to a student who is in possession of a BCom (Sport Management) or sport related BA (Sport Science or Human Movement Studies) degree generating a minimum of 360 credits (with an overall minimum average of 60% in the third year). Applications for admission are considered by a Departmental selection committee.

HS11.10.4 Curriculum

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
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<tr>
<td>Exercise Science</td>
<td>HMS8X09</td>
</tr>
<tr>
<td>Sport Science Practice</td>
<td>HMS8X11</td>
</tr>
</tbody>
</table>

HS11.11 BACHELOR OF SCIENCE HONOURS IN SPORT SCIENCE (HBS019)

Duration of programme:
Full-time: 1 Year
Part-time: 2 Years
Old NQF level 7

HS11.11.1 Purpose

The student should develop applied competence in the analysis, interpretation and application of sport science principles in the fitness and health, coaching and teaching sectors of the sport industry. The student should be able to take strategic decisions in the context of sport science and to assess any internal or external decision impacting on sport science. The student should further be able to reflect on his/her scientific decisions and applications to assess the effect thereof in the holistic context of sport science as practice.

HS11.11.2 Outcomes

The student should be able to:
1. Resolve typical problems that exist in the management of sport environments.
2. Plan, implement and analyse research in a sport environment.
3. Apply different learning strategies in the study of sport and related competencies.
4. Apply strategic planning competencies.
5. Execute financial planning, control and analysis.
6. Manage the human resources of a sport environment/organization.
HS11.11.3 Rules of access

Access will be provided to the student who is in possession of a BSc (Sport Science) generating a minimum of 360 credits (with an overall minimum average of 60% in the third year). Applications for admission are considered by a Departmental selection committee.

HS11.11.4 Curriculum

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester one</strong></td>
<td></td>
</tr>
<tr>
<td>Sport Vision</td>
<td>SVIS001</td>
</tr>
<tr>
<td><strong>Semester two</strong></td>
<td></td>
</tr>
<tr>
<td>Sport Psychology</td>
<td>SPB16X7</td>
</tr>
<tr>
<td><strong>Year modules</strong></td>
<td></td>
</tr>
<tr>
<td>Research Methodology</td>
<td>SPB01X7</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>SPB07X7</td>
</tr>
<tr>
<td>Sport Science Practice</td>
<td>SPB17X7</td>
</tr>
<tr>
<td>Exercise Physiology</td>
<td>SPB06X7</td>
</tr>
</tbody>
</table>

HS11.12 MASTER OF PHILOSOPHY IN BIOKINETICS (M9S03Q)

Duration of programme:
- Full-time: Minimum 1 year and maximum 2 years
- Part-time: Minimum 1 year and maximum 3 years
- New NQF level 9, 180 credits
- Research dissertation 100%

HS11.12.1 Purpose

1. Perform independent scientific research with an original component.
2. Contribute to knowledge of and insight into Biokinetics as well as the specific discipline of research.
3. Display skills in related research methodologies and in proper formulation through a Master’s dissertation.
4. Reflect upon decision-making, self-directedness and contributions to Biokinetics industry and practice.

HS11.12.2 Outcome

The student will be able to:
1. Identify, formulate, prepare and solve research problems.
2. Execute the research project at the appropriate level.
3. Collect, organize, check, evaluate and write a proper literature review organizing the appropriate information in an understandable and logic manner.
4. Acquire learning abilities in the research context including the assessment of scientific literature, execution of research methodologies including the gathering of data and evaluating the information obtained.
5. Make conclusions, suggestions and recommendations based on the data collected.
that are logical and justifiable.

6. Produce one article for peer-reviewed publication.

HS11.12.3 Rules of access

Access will be provided to the student who is in possession of an Honours qualification in Biokinetics (with an average pass mark of at least 65%) according to the Faculty Rules and Regulations.

HS11.12.4 Curriculum

A dissertation on an approved topic. Refer to the Academic Regulations booklet for applicable regulations on masters’ qualifications.

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester one</td>
<td></td>
</tr>
<tr>
<td>Dissertation: Biokinetics</td>
<td>HMS9X03</td>
</tr>
<tr>
<td>Semester two</td>
<td></td>
</tr>
<tr>
<td>Dissertation: Biokinetics</td>
<td>HMS9X04</td>
</tr>
</tbody>
</table>

HS11.12.5 Closing date for applications

The closing date for applications is 31 October each year.

HS11.13 MASTER OF COMMERCE / MASTER OF PHILOSOPHY IN SPORT MANAGEMENT (M9S02Q) (M9S04Q)

Duration of programme:
Full-time: Minimum 1 year and maximum 2 years
Part-time: Minimum 1 year and maximum 3 years
New NQF level 9, 180 credits
Research dissertation 100%

HS11.13.1 Purpose

Through the masters’ dissertation a qualifying student would show evidence of independent and original scientific work. The dissertation would constitute a decided contribution to knowledge of and insight into the subject discipline as well as the field of research. Qualifying students would also display competence in the application of related research methodology, and the proper written and/or oral communication of the research process and findings. The student should be able to reflect on his/her research decisions and applications to assess the effect thereof in the holistic context of the sport industry.

HS11.13.2 Outcome

The student will be able to:
1. Identify, formulate, prepare and solve research problems.
2. Execute the research project at the appropriate level.
3. Collect, organize, check, evaluate and write a proper literature review organizing the appropriate information in an understandable and logic manner.
4. Acquire learning abilities in the research context including the assessment of
scientific literature, execution of research methodologies including the gathering of
data and evaluating the information obtained.
5. Make conclusions, suggestions and recommendations based on the data collected
that are logical and justifiable.
6. Produce one article for peer-reviewed publication.
7. Present the findings at a national forum.

HS11.3.3 Rules of access

Access will be provided to the student who is in possession of an Honours qualification in
Sport Management (with an average pass mark of at least 65%). In the case of an
interdisciplinary of interdisciplinary master's programmes (MPhil), additional admission
requirements may be set by the two or more relevant interdisciplinary
fields/departments/faculties, and contained in the relevant Faculty Rules and Regulations.

HS11.3.4 Curriculum

A dissertation on an approved topic. Refer to the Academic Regulations booklet for
applicable regulations on masters’ qualifications.

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester one</td>
<td></td>
</tr>
<tr>
<td>Dissertation: Sport Management (MCom)</td>
<td>HMS9X01</td>
</tr>
<tr>
<td>Dissertation: Sport Management (MPhil)</td>
<td>HMS9X05</td>
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<tr>
<td>Semester two</td>
<td></td>
</tr>
<tr>
<td>Dissertation: Sport Management (MCom)</td>
<td>HMS9X02</td>
</tr>
<tr>
<td>Dissertation: Sport Management (MPhil)</td>
<td>HMS9X06</td>
</tr>
</tbody>
</table>

HS11.3.5 Closing date for applications

The closing date for applications is 31 October each year.

HS11.14 MASTER OF PHILOSOPHY IN SPORT MANAGEMENT (M9S05Q)

Duration of programme:
Full-time: Minimum 1 year and maximum 2 years
Part-time: Minimum 1 year and maximum 3 years
New NQF level 9, 180 credits
Course work 50% and minor dissertation 50%

HS11.14.1 Purpose

The purpose of this qualification is to develop the intellectual and practical competencies
of the qualifying student and to facilitate her/his values to promote sport for development
globally. Qualifying students will also display competence in the application of related
research methodology and the proper written and/or oral communication of the research
process and findings.
HS11.14.2 Outcome

These students will embark on resolving typical challenges and issues in the field of sports management, sport governance and sport for development. They will develop the ability to internalize, reflect on and communicate related principles in this field.

HS11.14.3 Rules of access

Access will be provided to a student who is in possession of an Honours qualification or an equivalent thereof, (NQF level 7 and an average of 65%) according to the Faculty rules and regulations.

HS11.14.4 Curriculum

Course work is 50% and minor dissertation is 50%

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester one</td>
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<tr>
<td>Minor Dissertation: Sport Management</td>
<td>HMS9XC1</td>
</tr>
<tr>
<td>Sport Management</td>
<td>HMS9XC3</td>
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<td>Semester two</td>
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<tr>
<td>Minor Dissertation: Sport Management</td>
<td>HMS9XC2</td>
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<tr>
<td>Sport Sociology</td>
<td>HMS9XC4</td>
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</table>

HS11.14.5 Closing date for applications

The closing date for applications is 31 October each year.

HS11.15 MASTER OF PHILOSOPHY IN SPORT SCIENCE (M9S06Q)

Duration of programme:
Full-time: Minimum 1 year and maximum 2 years
Part-time: Minimum 1 year and maximum 3 years
New NQF level 9, 180 credits
Research dissertation 100%

HS11.15.1 Purpose

Through the master’s dissertation in which the qualification finally culminates, a qualifying student would show evidence of independent and original scientific work. The dissertation would constitute a decided contribution to knowledge of and insight into the subject discipline as well as the field of research. Qualifying students would also display competence in the application of related research methodology, and the proper written and/or oral communication of the research process and findings. The student should be able to reflect on his/her research decisions and applications to assess the effect thereof in the holistic context of the sport science industry.
HS11.15.2 Outcome

The student will be able to:
1. Identify, formulate, prepare and solve research problems.
2. Execute the research project at the appropriate level.
3. Collect, organize, check, evaluate and write a proper literature review organizing the appropriate information in an understandable and logic manner.
4. Acquire learning abilities in the research context including the assessment of scientific literature, execution of research methodologies including the gathering of data and evaluating the information obtained.
5. Make conclusions, suggestions and recommendations based on the data collected that are logical and justifiable.
6. Produce one article for peer-reviewed publication.
7. Present the findings at a national forum.

HS11.15.3 Rules of access

Access will be provided to the student who is in possession of an honours qualification in Sport Science (with an average pass mark of at least 65%) according to the Faculty Rules and Regulations.

HS11.15.4 Curriculum

A dissertation on an approved topic. Refer to the Academic Regulations booklet for applicable regulations on masters’ qualifications.

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester one</td>
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</tr>
<tr>
<td>Dissertation: Sport Science</td>
<td>HMS9X07</td>
</tr>
<tr>
<td>Semester two</td>
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<tr>
<td>Dissertation: Sport Science</td>
<td>HMS9X08</td>
</tr>
</tbody>
</table>

HS11.15.5 Closing date for applications

The closing date for applications is 31 October each year.

HS11.16 DOCTOR OF PHILOSOPHY IN BIOKINETICS (DPH331)

Duration of programme:
Full-time: Minimum 2 years and maximum 4 years
Part-time: Minimum 2 years and maximum 5 years
Old NQF level 8, 360 credits
Research thesis 100%

HS11.16.1 Purpose

The primary purpose of this qualification is to provide qualifying students with the ability to:
1. Perform independent original and creative scientific research.
2. Contribute significant knowledge to and insight into Biokinetics as well as the specific discipline of research.
3. Display skills in related research methodologies and in proper formulation through a doctoral thesis.
4. Reflect upon decision-making, self-directedness and contributions to the Biokinetics profession.

HS11.16.2 Outcome

The student will be able to:
1. Identify and/or create an original research problem.
2. Design, construct and execute research at this level.
3. Collect appropriate data in a precise and logical manner and evaluate and judge the information obtained.
4. Acquire learning abilities in the research context including the assessment of scientific literature, construction of a research project, execution of the project, analysis of the data and producing sound scientific arguments.
5. Make relevant conclusions based on the data collected that are logical and justified.
6. Produce two articles for peer-reviewed publication.

HS11.16.3 Rules of access

Access will be provided to the student who is in possession of a masters’ qualification in Biokinetics (with an average pass mark of at least 65%) with a programme specific minimum level of competency on NQF Level 9, generating a minimum of 180 credits.

HS11.16.4 Curriculum

A thesis on an approved topic. Refer to the Academic Regulations booklet for applicable regulations on doctorate qualifications.

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester one</td>
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</tr>
<tr>
<td>Thesis: Biokinetics</td>
<td>SPB01P9</td>
</tr>
<tr>
<td>Semester two</td>
<td></td>
</tr>
<tr>
<td>Thesis: Biokinetics</td>
<td>SPB1PB9</td>
</tr>
</tbody>
</table>

HS11.16.5 Closing date for applications:

The closing date for applications is 31 October each year.

HS11.17 **DOCTOR OF PHILOSOPHY IN SPORT SCIENCE (DPH339)**

Duration of programme:
- Full-time: Minimum 2 years and maximum 4 years
- Part-time: Minimum 2 years and maximum 5 years
- Old NQF level 8, 360 credits
- Research thesis 100%

HS11.17.1 Purpose

Through the doctoral thesis, in which the qualification finally culminates, a qualifying student would show evidence of independent and original scientific work. The thesis would constitute a decided contribution to knowledge of and insight into the subject discipline as
well as the field of research. Qualifying students would display applied competence in research methodology, and the proper written and/or oral communication in the research process and findings. The student should be able to reflect on his/her research decisions and applications to assess the effect thereof in the holistic context of research in the sport industry.

HS11.17.2 Outcome

The student will be able to:
1. Identify, formulate, prepare and solve research problems.
2. Execute the research project at the appropriate level.
3. Collect, organize, check, evaluate and write a proper literature review organizing the appropriate information in an understandable and logic manner.
4. Acquire learning abilities in the research context including the assessment of scientific literature, execution of research methodologies including the gathering of data and evaluating the information obtained.
5. Make conclusions, suggestions and recommendations based on the data collected that are logical and justifiable.
6. Produce two articles for peer-reviewed publication.

HS11.17.3 Rules of access

Access will be provided to the student who is in possession of a masters’ qualification in Sport Science (with an average pass mark of at least 65%) with a programme specific minimum level of competency on NQF Level 9, generating a minimum of 180 credits.

HS11.17.4 Curriculum

A thesis on an approved topic. Refer to the Academic Regulations booklet for applicable regulations on doctorate qualifications.

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis: Sport Science</td>
<td>SPB03P9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis: Sport Science</td>
<td>SPB3PB9</td>
</tr>
</tbody>
</table>

HS11.17.5 Closing date for applications

The closing date for applications is 31 October each year.
HS11.18 **DOCTOR OF COMMERCE IN SPORT MANAGEMENT (DCO114)**

Duration of programme:
- **Full-time:** Minimum 2 years and maximum 4 years
- **Part-time:** Minimum 2 years and maximum 5 years
- Old NQF Level 8, 360 credits
- Research thesis 100%

HS11.18.1 **Purpose**

Through the doctoral thesis, in which the qualification finally culminates, a qualifying student would show evidence of independent and original scientific work. The thesis would constitute a decided contribution to knowledge of and insight into the subject discipline as well as the field of research. Qualifying students would display applied competence in research methodology, and the proper written and/or oral communication in the research process and findings. The student should be able to reflect on his/her research decisions and applications to assess the effect thereof in the holistic context of research in the sport industry.

HS11.18.2 **Outcomes**

The student will be able to:
1. Identify, formulate, prepare and solve research problems.
2. Execute the research project at the appropriate level.
3. Collect, organize, check, evaluate and write a proper literature review organizing the appropriate information in an understandable and logical manner.
4. Acquire learning abilities in the research context including the assessment of scientific literature, execution of research methodologies including the gathering of data and evaluating the information obtained.
5. Make conclusions, suggestions and recommendations based on the data collected that are logical and justifiable.
6. Produce two articles for peer-reviewed publication.

HS11.18.3 **Rules of access**

Access will be provided to the student who is in possession of a MCom/MPhil Sport Management (with an average pass mark of at least 65%) or any related qualification with a programme specific minimum level of competency on NQF Level 9, generating a minimum of 180 credits.

HS11.18.4 **Curriculum**

A thesis on an approved topic. Refer to the Academic Regulations booklet for applicable regulations on doctorate qualifications.

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester one</strong></td>
<td></td>
</tr>
<tr>
<td>Thesis: Sport Management</td>
<td>SPB02P9</td>
</tr>
<tr>
<td><strong>Semester two</strong></td>
<td></td>
</tr>
<tr>
<td>Thesis: Sport Management</td>
<td>SPB2PB9</td>
</tr>
</tbody>
</table>

HS11.18.5 **Closing date for applications**

The closing date for applications is 31 October each year.
HS11.19  **DOCTOR OF PHILOSOPHY IN SPORT MANAGEMENT (DPH338)**

Duration of programme:
- Full-time: Minimum 2 years and maximum 4 years
- Part-time: Minimum 2 years and maximum 5 years
- Old NQF Level 8, 360 credits
- Research thesis 100%

HS11.19.1 Purpose

Through the doctoral thesis, in which the qualification finally culminates, a qualifying student would show evidence of independent and original scientific work. The thesis would constitute a decided contribution to knowledge of and insight into the subject discipline as well as the field of research. Qualifying students would display applied competence in research methodology, and the proper written and/or oral communication in the research process and findings. The student should be able to reflect on his/her research decisions and applications to assess the effect thereof in the holistic context of research in the sport industry.

HS11.19.2 Outcomes

The student will be able to:

1. Identify, formulate, prepare and solve research problems.
2. Execute the research project at the appropriate level.
3. Collect, organize, check, evaluate and write a proper literature review organizing the appropriate information in an understandable and logic manner.
4. Acquire learning abilities in the research context including the assessment of scientific literature, execution of research methodologies including the gathering of data and evaluating the information obtained.
5. Make conclusions, suggestions and recommendations based on the data collected that are logical and justifiable.
6. Produce two articles for peer-reviewed publication.

HS10.19.3 Rules of access

Access will be provided to the student who is in possession of a Masters in any related Sport Management (with an average pass mark of at least 65%) qualification with a programme specific minimum level of competency on NQF Level 9, generating a minimum of 180 credits.

HS11.19.4 Curriculum

A thesis on an approved topic. Refer to the Academic Regulations booklet for applicable regulations on doctorate qualifications.

<table>
<thead>
<tr>
<th>Module name</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester one</strong></td>
<td></td>
</tr>
<tr>
<td>Thesis: Sport Management</td>
<td>SPB02P9</td>
</tr>
<tr>
<td><strong>Semester two</strong></td>
<td></td>
</tr>
<tr>
<td>Thesis: Sport Management</td>
<td>SPB2PB9</td>
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HS11.19.5 Closing date for applications

The closing date for applications is 31 October each year.
<table>
<thead>
<tr>
<th>Name</th>
<th>Code</th>
<th>SM Weight</th>
<th>EM Weight</th>
<th>Level</th>
<th>Credits</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>Advanced Midwifery &amp; Neonatal Nursing Modules 1 &amp; 2</td>
<td>VNV2017</td>
<td>50%</td>
<td>50%</td>
<td>7</td>
<td>16</td>
<td>All aspects of professional practice, as well as pregnancy are been covered in this module. All aspects of pregnancy are been covered in this module</td>
</tr>
<tr>
<td>Advanced Midwifery &amp; Neonatal Nursing Modules 3 &amp; 4</td>
<td>VNV2037</td>
<td>50%</td>
<td>50%</td>
<td>7</td>
<td>16</td>
<td>Physiological and psychological changes during labour Assessment during labour Care during labour Perinatal education Control of pain during labour Problems and abnormalities during labour Surgical midwifery Induction and augmentation of labour Alternative approaches to childbirth</td>
</tr>
<tr>
<td>Advanced Midwifery &amp; Neonatal Nursing Modules 5 &amp; 6</td>
<td>VNV2057</td>
<td>50%</td>
<td>50%</td>
<td>7</td>
<td>16</td>
<td>Care during a normal puerperium Baby-feeding Complications of the puerperium The normal new born baby Complications of the new born baby The normal new born baby Complications of the new born baby</td>
</tr>
<tr>
<td>Advanced Midwifery &amp; Neonatal Nursing Module 7</td>
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<td>50%</td>
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<td>Advanced midwifery and neonatal nursing practical skills</td>
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<tr>
<td>Advanced Midwifery &amp; Neonatal Nursing Module 8</td>
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<td>0%</td>
<td>100%</td>
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<td>120</td>
<td>Advanced midwifery and neonatal nursing practical skills</td>
</tr>
<tr>
<td>Advanced Midwifery &amp; Neonatal Nursing Modules 1 &amp; 2</td>
<td>NMC9X03</td>
<td>50%</td>
<td>50%</td>
<td>9</td>
<td>16</td>
<td>All aspects of professional practice, as well as pregnancy are been covered in this module. All aspects of pregnancy are been covered in this module</td>
</tr>
<tr>
<td>Advanced Midwifery &amp; Neonatal Nursing Modules 3 &amp; 4</td>
<td>NMC9X04</td>
<td>50%</td>
<td>50%</td>
<td>9</td>
<td>8</td>
<td>Physiological and psychological changes during labour, Assessment during labour, Care during labour, Perinatal education, Control of pain during labour, Problems and abnormalities during labour, Surgical midwifery, Induction and augmentation of labour, Alternative approaches to childbirth</td>
</tr>
<tr>
<td>Course Name</td>
<td>Code</td>
<td>Percentage</td>
<td>Contact Hours</td>
<td>Credits</td>
<td>Description</td>
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</tr>
<tr>
<td>Advanced Midwifery &amp; Neonatal Nursing Modules 5 &amp; 6</td>
<td>NMC9X05</td>
<td>50%</td>
<td>50%</td>
<td>9</td>
<td>8</td>
<td>Care during a normal puerperium, Baby-feeding, Complications of the puerperium, The normal newborn baby, Complications of the newborn baby. The normal newborn baby, Complications of the newborn baby.</td>
</tr>
<tr>
<td>Advanced Midwifery &amp; Neonatal Nursing Module 7</td>
<td>NMC9X06</td>
<td>50%</td>
<td>50%</td>
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<td>25</td>
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</tr>
<tr>
<td>Advanced Midwifery &amp; Neonatal Nursing Module 8</td>
<td>NMC9X07</td>
<td>50%</td>
<td>50%</td>
<td>9</td>
<td>25</td>
<td>Advanced midwifery and neonatal nursing practical skills</td>
</tr>
<tr>
<td>Advanced Psychiatric Mental Health Nursing Science Module 1</td>
<td>NPS9X03</td>
<td>50%</td>
<td>50%</td>
<td>9</td>
<td>8</td>
<td>Resources in delivering mental health care. Personal resources (people, organisations, material goods). The advanced practitioner in psychiatric mental health nursing as professional resource. Reflection as prerequisite: assessment of growth areas. Indication of plan for professional growth based on assessed needs. Professional resources ((people, organisations, material goods). Multi-professional resource. Different ways of being a professional resource. Mental health education. Individual nursing therapy. Crisis therapy. Group therapy. Family therapy.</td>
</tr>
<tr>
<td>Course Title</td>
<td>Code</td>
<td>Exam 1</td>
<td>Exam 2</td>
<td>Exam 3</td>
<td>Exam 4</td>
<td>Exam 5</td>
</tr>
<tr>
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<td>--------</td>
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</tr>
<tr>
<td>Advanced Psychiatric Mental Health Nursing Science Module 3</td>
<td>NPS9X05</td>
<td>50%</td>
<td>50%</td>
<td>9</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Advanced Psychiatric Mental Health Nursing Science Module 4</td>
<td>NPS9X06</td>
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<td>50%</td>
<td>9</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Vulnerable populations. A population that abuses drugs. A population characterised by violence. Discharged chronically mentally ill patients. Mental health service delivery system. The advanced practitioner is psychiatric nursing as consultant. The generalist and advanced practitioner in psychiatric nursing. Possible research topics for a mini-dissertation.</td>
<td></td>
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<td>complementary and alternative therapies; Chinese medicine, Bach</td>
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<td>Antipyretic analgesics, non-steroidal anti-inflammatory drugs,</td>
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* For students’ own account – course offered by external provider.

Assessment, rehabilitation and prevention of musculo-skeletal injuries and conditions
Assessment, rehabilitation and prevention of chronic diseases and conditions
Health promotion, wellness, disease prevention and corporate wellness
Clinical skills training

Assessment, rehabilitation and prevention of musculo-skeletal injuries and conditions
Assessment, rehabilitation and prevention of chronic diseases and conditions
Health promotion, disease prevention and corporate wellness
Clinical skills training

Clinical skills training in Wellness and Health Promotion, Management of Chronic Conditions and Rehabilitation of Orthopaedic Conditions
Completion of 450 hours of clinical internship at UJ and approved clinical sites

A research project within the field of biokinetics

Assessment, rehabilitation and prevention of musculo-skeletal injuries and conditions
Assessment, rehabilitation and prevention of chronic diseases and conditions
Health promotion, wellness, disease prevention and corporate wellness
Clinical skills training

Practical aspects surrounding wellness, chronic disease and orthopaedic conditions
Completion of 450 hours of clinical internship at UJ and approved clinical sites

Learners should develop intellectual competencies and practical skills in the recognition, evaluation and rehabilitation of orthopaedic injuries and conditions, and reflect on the effectiveness of their examination and treatment of these injuries and conditions.
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South African health services:  
Policy  
Organisation  
Financing  
Personnel  
Legislation  
Health services in western countries  
United Kingdom  
Health Services in African countries - Namibia  
Health Promotion  
Health promotion: learning needs and health education:  
Concept clarification  
Principles of health promotion actions.  
Principles and methods of health education, community development profile and capacity building.  
Compilation of a community profile.  
Community development  
Community development principles  
Community development project and skills for community workers.  
Role of community workers and approaches used in community projects.  
Primary health care  
Introduction to primary health care  
Strategy for the implementation of primary health care (PHC)  
Important international events that influenced and changed the development of PHC.  
Primary health care in South Africa |
| Community Health Nursing Science Module 7 | GGV0077 | 50% 50% | 7 8 | Contemporary Community Health Nursing Science  
Health profiles  
Health indicators  
Morbidity and mortality  
Fertility  
Urbanisation  
Socio-economical health problems  
Culture  
Clinical skills (general principles):  
Specific clinical skills, interviewing and counselling skills |
| Community Health Nursing Science Module 8 | GGV0087 | 0% 100% | 7 120 | Clinical Community Health Nursing Science  
Environmental Health  
School Health Services  
Occupational Health  
Health diagnosis, treatment and care of people in all phases of life.  
Prevention and control of |
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<td>This module will introduce the student to the principles of radiographic technique, radiographic anatomy, image evaluation and pattern recognition of the chest, abdomen, upper and lower extremities.</td>
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<td>Ophthalmic lens materials Glass History of glassmaking The development of optical glass The manufacture of Optical glass Desirable characteristics and defects of optical glass Plastic materials Characteristics Manufacture of plastic lenses Optical and physical properties of plastic lenses The strength of lens materials The strength of glass Methods of tempering glass lenses Impact resistance of plastic lenses Lenses for occupational and educational use Characteristics of Ophthalmic lenses Physical characteristics The lens measure Lens form: Spherical and astigmatic lenses Lens blanks and base curves Prescription writing and transposition Power measurement Hand neutralization</td>
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| Dispensing Optometry 2 | DOP00Y3 | 50% | 50% | 6  | 8  | Checking centration of finished spectacles  
|-----------------------|---------|-----|-----|----|----| Care and maintenance of glasses  
|                       |         |     |     |    |    | Advice about use of glasses  
|                       |         |     |     |    |    | Subsequent adjustments  
|                       |         |     |     |    |    | Lens insertion  
|                       |         |     |     |    |    | Standard Alignment  
|                       |         |     |     |    |    | Adjusting the frame  
|                       |         |     |     |    |    | Frame repairs and modification  
|                       |         |     |     |    |    | Progressive addition lenses  
|                       |         |     |     |    |    | Patient selection  
|                       |         |     |     |    |    | Matching design and patient  
|                       |         |     |     |    |    | Dispensing considerations  
|                       |         |     |     |    |    | Essential fitting measurements  
|                       |         |     |     |    |    | Frame selection  
|                       |         |     |     |    |    | Verification of progressive addition lenses  
|                       |         |     |     |    |    | Patient communication  
|                       |         |     |     |    |    | Absorptive lenses and safety against ultraviolet  
|                       |         |     |     |    |    | Cutting and fitting ophthalmic lenses  
|                       |         |     |     |    |    | Mark lenses up according to prescription  
|                       |         |     |     |    |    | Lens treatment  
|                       |         |     |     |    |    | Tints  
|                       |         |     |     |    |    | Hardening  
|                       |         |     |     |    |    | Insert lens in frame  
<p>|                       |         |     |     |    |    | Verify and dispense to patient |</p>
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<td>This module aims to introduce the student to the concepts of teaching, learning and assessment in healthcare education.</td>
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<td>The aim of End-User Computing course is to allow you, the learners to familiarize yourselves with the concepts of computer technology in order to use computers effectively during your term of study at the FECC as well as to implement your computer knowledge in the workplace. All the topics in this course are geared towards the user, providing what you need to know to prepare yourself for a business career.</td>
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<td>Health Care Systems &amp; Structures Legislation, Law, Ethics and Professionalism Emergency Service Vehicles Occupations Health and Safety in the EMC environment Radio and communication systems Procedures and Protocols Emergency Medical Care Equipment</td>
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<td>30</td>
<td>EMCC Clinical Practice is where the Diploma students are placed at medical facilities in order to work shifts with already qualified professionals. They are able to practice their clinical skills and assessments under supervision in order to gain “hands-on” experience before they qualify. The students rotate through clinics, hospitals, fire stations and well as private ambulance services, which provides them with exposure to all fields of emergency medicine.</td>
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<td>On completion of this module the student should have had exposure to the following focus areas: Emergency medical service operational systems Professional practice Emergency medical care Documentation and record keeping</td>
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<td>There are no formal lectures for this module. Module coordinator contact time with the students is mainly administrative or for presentation purposes. Mentor contact time takes place off campus in a clinical environment. Due to the nature of the module, each student’s experience will be</td>
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On completion of this module the student should have had exposure to the following focus areas:
- Emergency medical service operational systems
- Professional practice
- Emergency medical care
- Documentation and record keeping

The Clinical Practice 3 Module deals with practical application of theoretical knowledge and understanding of advanced life support practice in the acute prehospital and casualty settings.

Section A deals with Work Integrated Learning road shifts. This is where all of the knowledge and procedural competencies students have learnt during the first two years, as well as during EMC01Y3 and EMC02Y3 are integrated and used to assess, diagnose and manage real patients suffering from a variety of illnesses and injuries in a real life setting.

Students will also be functioning as part of various EMS services and will need to integrate into those services as a team member.

Section B deals with the Clinical Practice Elective block. During this section, students will be expected to work at an Emergency Medical Service that is further than 200km from the University of Johannesburg.

Section C deals with case studies and case study presentations. During this section, students will need to submit three case studies describing patients they have managed and to present one of those cases to their peers.

Patient interaction and history taking
- General survey & vital signs
- Skin
- Head & neck
- Thorax and lungs
- Cardiovascular system
- Breast and axilla
- The abdomen
- The male genitalia and hernias
- The female genitalia
- The pregnant woman
- The anus rectum and prostate
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**External jugular vein cannulation**

**Femoral vein cannulation**

**Drug administration – intramuscular**

**Drug administration – intravenous**

**Drug infusion preparation**

**Prolapsed cord**

**Female urinary catheterization**

**Male urinary catheterization**

**Carotid sinus massage**

**Umbilical vein catheterization**

**Patient Simulations:**

Scenarios are simulated with the use of training aids and a scenario workbook to enable the students to practice patient communication and management up to an Advanced Life Support Level. Scenarios are created to ensure the students have the opportunity to manage both trauma and medical related incidents that link into the learning modules covered in the module Emergency Medical Care III Theory (ANSA311).

EMC Practical Class is the place where the Diploma students are able to take their Emergency Medical Care theory knowledge and put it into practice. Simulation dolls and training equipment allows the students to learn to treat patients in a safe and controlled environment. Skills are demonstrated by the instructors and can then be performed safely on mannequins by students until competency is met. Case studies and case presentations are also completed to research, reflect and share real life cases that the students have experienced on their clinical shift rotations.

Emergency Medical care theory is the platform where we explore, investigate, understand and apply the current concepts, methods and protocols relevant to the provision of emergency medical care for adult and paediatric patients suffering from acute illness or injury. In this module you will be challenged to question, and analyse current practice recommendations as well as confront the best ways to integrate the relevant theoretical components into clinical practice at
You will progress through body systems like the cardiovascular system, neurological system, respiratory system and many more, as well as special populations like mother and child, psychiatric patients and many more.

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<td>Specific enforcement provisions in NEMA.</td>
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<td>Other criminal offences relating to an EMI’s duties.</td>
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<td>Is an EMI also a peace officer?</td>
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<td>Who can accompany an EMI in his or her duties?</td>
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<td>SAPS officials also have EMI powers!</td>
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<td>Costs that may be recovered from a guilty party on conviction.</td>
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<td>Disposal of the dead</td>
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**The purpose of this module is to provide the student with an understanding of the occurrence of communicable and non-communicable diseases, their transmission patterns, symptoms, prevention and control, which are all important as foundational knowledge in later modules (e.g. General and Systemic Pathology) and in the scope of practice of a chiropractic practitioner.**

**Exercise Physiology**

- Physiological and physical responses and adaptations to acute and chronic exercise and training
- Bio-ergonomics
- Gender and age differences (pregnancy, children & elderly)
- Pregnancy
- Environmental influences
- Physiological testing and interpretation (e.g. VO2max, blood tests, etc.)
- Pathophysiology

**Exercise Science**

- Exercise Readiness
- Body composition (anthropometry) and nutritional aspects of exercise
- Flexibility
- Proprioception and balance
- Strength
- Endurance
- Power
- Speed
- Agility
- Reaction time
- Exercise testing, interpretation and exercise prescription

**Exercise Physiology**

- Introduction to Bioenergetics and exercise metabolism
- Musculo skeletal physiology and responses to training and exercise
- Neuro physiology and responses to training and exercise
- Cardiorespiratory exercise physiology
- The endocrine system and exercise response
- Physiology of overtraining
- Environmental influences on training and performance
- Body composition and nutrition
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<td>Exercise Science</td>
<td>HMS8X09 SPB07X7</td>
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<td>Overview Biomechanics, Exercise readiness, Body composition and nutrition, Evaluation and interpretation of different fitness components, Periodization and design of training programmes, Talent identification, Sport specific High Performance testing and interventions</td>
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<td>Exercise Science 2B</td>
<td>EXS02B2</td>
<td>50% 50%</td>
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<td>Reflect on response patterns of respiratory variables during various exercise modes, Identify variations in resting volumes, exercise responses and training adaptations among children, adults and the elderly concerning the respiratory variables, Reflect on response patterns of the major cardiovascular variables during various exercise modes, Identify variations in resting volumes, exercise responses and training adaptations among children, adults and the elderly concerning the cardiovascular variables, And After completion of this module, the student will be able to periodize a training programme, design different training programmes by applying the training principles for muscle strength and endurance, cardiovascular endurance speed, power and agility.</td>
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<tr>
<td>Facility, Event and Human Resource Management in Sport 3D</td>
<td>FEH03D3</td>
<td>50% 50%</td>
<td>7 16</td>
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<td>Introduction to Facility Management; Systems &amp; Operations Management, Equipment &amp; Supplies Management, Safety &amp; Security Management, Crowd Management, Event Management, And HR in Sport &amp; Recreation: Volunteerism; Professionalism; Clients as HR, Staffing &amp; Career Considerations; South African Labour Law; Leadership; Time Management; Stress Management</td>
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| Facility and Event Management | HMS8X12  
|                             | SPB08X7  
|                              | Facility Development  
|                              | Facility Systems and Operations  
|                              | Facility Administration  
|                              | Risk Management  
|                              | Event Management  
|                              | Measurement and Evaluation  
| First Aid Course  
| (Level 3)                   | FAC111C  
|                              | 100%  
|                              | 0%  
|                              | 5  
|                              | 12  
|                              | This module has its focus in the assessment of the emergency situation and provision of Basic Life Support and Basic First Aid in order to stabilise patients prior to transfer to the emergency services or other suitable person or entity. The following outcomes are core to achieving competence in this module:  
|                              | • Demonstration of an understanding of emergency scene management  
|                              | • Demonstration of an understanding of elementary anatomy and physiology  
|                              | • Assessment and evaluation of an emergency situation  
|                              | • Application of First Aid procedures to the life-threatening situation  
|                              | Identification and treatment of common ailments and injuries within the relevant scope  
| First Aid Course  
| (Level 1)                   | FAC111P  
|                              | 100%  
|                              | 0%  
|                              | 5  
|                              | 12  
|                              | This module has its focus in the assessment of the emergency situation and provision of Basic Life Support and Basic First Aid in order to stabilise patients prior to transfer to the emergency services or other suitable person or entity. The following outcomes are core to achieving competence in this module:  
|                              | • Demonstration of an understanding of emergency scene management  
|                              | • Demonstration of an understanding of elementary anatomy and physiology  
|                              | • Assessment and evaluation of an emergency situation  
|                              | • Application of First Aid procedures to the life-threatening situation  
|                              | Identification and treatment of common ailments and injuries within the relevant scope  

Rules and Regulations 2019  
Faculty of Health Sciences
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| This module has its focus in the assessment of the emergency situation and provision of Basic Life Support and Basic First Aid in order to stabilise patients prior to transfer to the emergency services or other suitable person or entity. The following outcomes are core to achieving competence in this module:  
  - Demonstration of an understanding of emergency scene management  
  - Demonstration of an understanding of elementary anatomy and physiology  
  - Assessment and evaluation of an emergency situation  
  - Application of First Aid procedures to the life-threatening situation  
  - Identification and treatment of common ailments and injuries within the relevant scope |         |      |          |          |              |              |
| Food and Meat Hygiene                      | FMHEH0  |      | 50%      | 50%      | 6            | 35           |
| The module introduces food and meat hygiene (inclusive of Good Laboratory Practices). Furthermore the following topics are learned: Food premises design and layout (inclusive of Standard Operating Procedures (SOP)) Good Hygiene and Manufacturing Practices (inclusive of Best Available Methods (BAM)) Abattoir design and slaughter of animals Slaughter animal anatomy and physiology Meat inspection |         |      |          |          |              |              |
| Food Processing and Safety                 | FPSEH03 |      | 50%      | 50%      | 8            | 17           |
| Food security and nutrition  
  - Quality factors of food and changes in food  
  - Food-borne illnesses and outbreak investigation  
  - Preparation / processing and preservation of food  
  - Assessment of food for suitability for human consumption |         |      |          |          |              |              |
| Food Safety Management                     | FSMEH04 |      | 50%      | 50%      | 8            | 20           |
| Introduction to food quality and safety systems  
  - Documenting food safety systems  
  - Hazard analysis, risk assessment and management of the identified hazards  
  - Assessment of documented FSMS (including appropriate rules of |         |      |          |          |              |              |
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<td>Foundations of Professionals Practice</td>
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<td>12 The aim of this module is thus to enable you to function effectively and professionally within an emergency health care system or structure. In order to function effectively as a professional emergency care provider it is important to recognise that there exists an additional body of knowledge, skills and insights apart from that which can be directly linked to the clinical management of the ill or injured patient. The module will expose the learner to important areas of emergency care practice that we often take for granted such as Ethics, Professionalism, Code of Conduct, Patient’s Rights etc.</td>
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<td>Fundamental Nursing Science 1A Module 1</td>
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<td>8 Basic principles and concepts related to emergency care Asphyxiation, cardiac arrest and basic life- support First aid for the unconscious patient First aid in case of wounds First aid in case of shock Bleeding First aid in case of muscular-skeletal trauma First aid in case of non-related disorders and Temperature related emergencies First aid in case of poisoning First aid in case of foreign objects First aid in case of an unexpected delivery Promotion of health and education in first aid First aid levels 1 and 2</td>
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<td>Fundamental Nursing Science 1A Module 2 &amp; 3</td>
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<td>8 Philosophical framework of nursing and Nursing Science. Conceptual framework in nursing. Paradigm of the Nursing Department. Other related concepts in nursing. The nursing and management processes Introduction to nursing ethos Introduction to health care delivery in South Africa: Primary Health care and Health Promotion Community profile Introduction to research/Epidemiology Trans cultural health Health promotion</td>
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<td>Basic health needs</td>
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<td>Prevention of the transfer of infection</td>
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<td>Maintaining of skin integrity</td>
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<td>Activity needs</td>
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<td>Clinical skills related to the following systems:</td>
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<td>Maintaining of skin integrity</td>
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Acute and Chronic Inflammation  
Tissue Renewal and Repair: Regeneration, Healing and Fibrosis  
Hemodynamic Disorders, Thromboembolic Disease and Shock  
Genetic and Developmental Disorders  
Diseases of Immunity  
Neoplasia |
| General Pathology 2 | GPA211 | 100% | 0% | 5 | 10 | This module has the primary purpose of providing the learner with the knowledge base and theory necessary to have a thorough understanding of the disease process by examining the basic reactions of cells and tissues to the abnormal stimuli that underlie all physical diseases. Successful completion of this module will equip the learner with the fundamental aspects of general pathology necessary to understand the specific responses of specialised organs and tissues examined in systemic pathology. |
| General Pathology for Optometry | OPA00Y2 | 50% | 50% | 6 | 12 | Principles and dynamics of general pathological processes.  
Principles and dynamics of General Pathological Processes in Haematological Disorders and Cardiovascular disease  
Principles and Dynamics of General pathological processes in Neurological Diseases and Endocrine Disorders  
Principles and Dynamics of General pathological processes in important systemic disease with significant ocular manifestations |
| Haematology 2 | GTH2112 | 50% | 50% | 6 | 15 | Introduction to Haematology  
Haematopoiesis  
Normal Erythrocyte Physiology  
Normal Leukocyte Physiology: Granulocytes and Monocytic Series  
Normal Leukocyte Physiology: Lymphocytes and Plasma Cells  
Platelets  
Haemostasis  
Blood Coagulation |
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Human Anatomy 1A  HAN01A1  50%  50%  5  12  This module is taught to introduce the students to anatomy, to equip students with knowledge of the composition of the body, the structure of cells, tissues, joints and muscles of the body. They will understand the micro anatomy of the cells and tissues; the classification, microanatomy, macro anatomy of the skeleton as well as the joints and muscles. Introduce the students to the central, peripheral and autonomic nervous systems, the special sense organs and the endocrine glands, to equip students with knowledge of the , the structure of neural tissue, the brain, cranial nerves and plexuses, the sympathetic and parasympathetic nervous systems as well as the nose, eye, tongue and ear. They will understand the gross and micro anatomy of all the organs and structures. The students will be able to articulate and apply the knowledge to the content of the other modules.

Human Anatomy 1B  HAN01B1  50%  50%  5  12  This module is taught to introduce the students to the central, peripheral and autonomic nervous systems, the special sense organs and the endocrine glands, to equip students with knowledge of the , the structure of neural tissue, the brain, cranial nerves and plexuses, the sympathetic and parasympathetic nervous systems as well as the nose, eye, tongue and ear. They will understand the
<p>| Human Physiology 1A | HPH1AY1 | 50% | 50% | 6   | 12   | gross and micro anatomy of all the organs and structures. The students will be able to articulate and apply the knowledge to the content of the other modules. |
|-------------------|---------|-----|-----|-----|------| The purpose of this module is to enable the student to explain introductory concepts of human physiology, basic concepts of chemical reactions, functions of cellular components and the different tissue types. He/she will also be able to discuss the relationship of structure and function of the skin and skeletal system, with reference to related homeostatic imbalances and the principles of ossification. The purpose of this module is to enable the student to discuss the mechanism of skeletal muscle contraction, basic physiological concepts, reflex activities, receptor functions and the general senses, and basic principles and interactions of the autonomic section of the nervous system. |
| Human Physiology 1A | HPH1BY1 | 50% | 50% | 6   | 12   | The purpose of this module is to enable the student to explain histological and functional aspects of the cardiovascular (with special reference to blood test, cardiac cycle and blood circulation). They will also be able to identify specific microscopic examples of the endocrine system and to explain functional aspects thereof. They will also be able to use his/her knowledge of the lymphatic system to explain non-specific defence mechanisms of the body and refer to basic concepts of immunity. The purpose of this module is to enable the student to explain histological and functional aspects of the respiratory, digestive and urinary systems, and the basic principles of the pulmonary ventilation and the formation of urine. He/she will also be able to discuss histological and functional adaptations of the male and female reproductive systems, oogenesis, spermatogenesis, the process of fertilisation, pregnancy, parturition and foetal circulation and changes that take place after birth. |</p>
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<td>The purpose of this module is to describe the relationship between the structure and the specialized functions of cells, integument, skeleton and muscles, explain the principles of neurophysiology, predict the effect of aging on each of the above-mentioned systems and identify examples of interactions between other organ systems to develop students reasoning to assess health related needs and problems in humans.</td>
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<td>The purpose of this module is to describe the relationship between the structure and the specialized functions of the cardiovascular, immunity and respiratory systems, predict the effect of aging on each of the above-mentioned systems and identify examples of interactions between other organ systems to develop students reasoning to assess health related needs and problems in humans.</td>
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<td>The purpose of this module is to describe the specialized functions of the nervous and endocrine systems, discuss the effect of aging on each system and identify examples of interactions with other organ systems to develop students reasoning and analytical skills in the planning, diagnosing, implementing and evaluation of health-related needs and problems.</td>
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<td>The purpose of this module is to describe the specialized functions of the digestive, excretory and reproductive systems, discuss the effect of aging on the different systems and identify examples of interactions between each organ system with other systems to develop students reasoning and analytical skills in the planning, diagnosing, implementing and evaluation of health-related needs and problems.</td>
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<td>The purpose of this module is to describe the relationship between the structure and the specialized functions of the cardiovascular, immunity and respiratory systems, digestive, excretory and reproductive systems, predict the effect of aging on each of the above-mentioned systems and identify examples of interactions between other organ systems to develop students reasoning to assess health related needs and problems in humans.</td>
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<td>Terminology and orientation The skeletal system The spine and rib cage The upper extremities and scapula The lower extremities and pelvis Joints and ligaments The muscular system Muscles of the upper extremities Muscles of the lower extremities Muscles of the spinal column Nerve supply of the musculo-skeletal system And Introduction, terminology and definitions Principles of Physics Scalars and vectors Static and dynamic biomechanics Newtonian laws and applications Lever systems Linear and angular kinematics and kinetics Fluid and gas mechanics Electromagnetic spectrum Joint mechanics Posture and locomotion Dynamic muscle function</td>
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<td>The student will be able to demonstrate</td>
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| Leisure and Sport Tourism 2D              | LST02D2  |      | 2        | 6       | 16            |
| Introduction to leisure:                 |          |      |          |         |               |
| Historical perspective and leisure       |          |      |          |         |               |
| approaches                               |          |      |          |         |               |
| Introduction to recreation and            |          |      |          |         |               |
| recreational theories                    |          |      |          |         |               |
| Implication on leisure services:         |          |      |          |         |               |
| Leisure environments                      |          |      |          |         |               |
| Benefits from leisure, program theories  |          |      |          |         |               |
| Factors that influence leisure and       |          |      |          |         |               |
| recreation services                       |          |      |          |         |               |
| Structure and growth of recreation       |          |      |          |         |               |
| in South Africa                          |          |      |          |         |               |
| Leisure service providers:               |          |      |          |         |               |
| Role player in SA Sport and Recreation   |          |      |          |         |               |
| Public, volunteer and commercial sectors |          |      |          |         |               |
| Leadership in leisure programming        |          |      |          |         |               |
| Recreation program planning for special  |          |      |          |         |               |
| populations (ill, seniors and disabled    |          |      |          |         |               |
| persons)                                 |          |      |          |         |               |
| And                                      |          |      |          |         |               |
| Learners should develop an understanding  |          |      |          |         |               |
| and insight into the phenomenon of tourism|          |      |          |         |               |
| from a sport and leisure management      |          |      |          |         |               |
The focus will be on the management of the behaviour of the tourist and satisfying his/her needs to various sport and leisure events and facilities. Learners should further be able to plan, organize and lead sport and leisure tours.

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| Laboratory Management 4      | HLM21-1 | 100%       | 0%    | 6      | 15     | Market analysis
|                               |         |            |       |        |        | Legalities
|                               |         |            |       |        |        | Product mix
|                               |         |            |       |        |        | Finances (budget)
|                               |         |            |       |        |        | Finances (Income)
|                               |         |            |       |        |        | Marketing
|                               |         |            |       |        |        | SWOT Analysis
|                               |         |            |       |        |        | Personnel recruitment
|                               |         |            |       |        |        | Selection of personnel
|                               |         |            |       |        |        | Motivation
| Laboratory Practice 3        | ILP3111 | 100%       | 0%    | 6      | 60     | With reference to the specific discipline:
|                               |         |            |       |        |        | All routine laboratory investigations
|                               |         |            |       |        |        | Clinical applications and interpretation of results
|                               |         |            |       |        |        | Laboratory safety
|                               |         |            |       |        |        | Ethics
|                               |         |            |       |        |        | Work behaviour code
|                               |         |            |       |        |        | Quality control
|                               |         |            |       |        |        | Quality assurance
|                               |         |            |       |        |        | Basic laboratory administration and management
| Low Vision                   | LVI00Y4 | 50%        | 50%   | 7      | 16     | Introduction to low vision and course content
|                               |         |            |       |        |        | Definitions of low vision; functional and legal blindness; population profile
|                               |         |            |       |        |        | Adjustment to vision loss; interview techniques
|                               |         |            |       |        |        | Low vision assessment sequence; case history; low vision record card;
|                               |         |            |       |        |        | Clinic routine
|                               |         |            |       |        |        | Measuring distance visual acuity using low vision charts and techniques
|                               |         |            |       |        |        | Feinbloom distance acuity chart, Lighthouse Distance acuity chart
|                               |         |            |       |        |        | Calculation options for magnification for distance tasks
|                               |         |            |       |        |        | Measuring near visual acuity using low vision charts
|                               |         |            |       |        |        | Lighthouse Near acuity chart, Bailie-Lovie chart
|                               |         |            |       |        |        | Calculation options for magnification for near tasks
|                               |         |            |       |        |        | Magnification calculations and conversions between measurement types
|                               |         |            |       |        |        | Low Vision Refraction techniques
|                               |         |            |       |        |        | Prognosis table, External evaluation
|                               |         |            |       |        |        | Visual fields; colour testing; contrast sensitivity
|                               |         |            |       |        |        | Magnification types
|                               |         |            |       |        |        | Distance low vision devices (optical)
| Management Practice: Disaster Management | DIS01Y4 | 100% | 0% | 7 | 4 |
| Management Practice: Educational Techniques | EDT01Y4 | 100% | 0% | 8 | 6 |

- Distance low vision devices (optical) - telescopes
- Near low vision devices (optical) - hand & stand magnifiers
- Low vision training with NEAR optical devices
- Low vision training with DISTANCE optical devices
- Optics of low vision devices
- Eccentric viewing - assessment and training
- Light glare and contrast
- Non - optical low vision options including electronic devices
- Visual field enhancement - management options
- Biopic telescopes
- Assisting the low vision child in the mainstream classroom
- Management and treatment options of ocular pathologies with central field loss
- Management and treatment options of ocular pathologies with no field loss - acuity only
- Management and treatment options of ocular pathologies peripheral field loss
- Low Vision in Private Practice - getting started

- South African legislation and the international arena;
- Risks of disasters;
- Reasons for apathy;
- Disaster planning;
- Different types of disaster situations;
- Communication during a disaster;
- Resource management;
- Incident command system;
- Triage;
- Public and media management.

- Course introduction
- Effective communication
- Professional development & Professional knowledge
- Ethics & Professional credibility
- Cultural sensitivity
- Planning instructional methods & materials
- Preparation for instruction
- Managing the learning environment, to foster learning & performance
- Managing instruction through technology
- Student motivation & engagement
- Presentation skills
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<td>The History, Principles and Theories of Homoeopathy Homoeopathic Medicines Constitutional Types and Chronic Diseases Homoeopathic Materia Medica and related remedies (as outlined in learning guide) Homoeopathic Case Taking</td>
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The core elements of this course are benchmarked on the set of competencies for instructors developed by the International Board of Standards for Training, Performance and Instruction (IBSTPI).
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<td>7 25 Polychrests (revision) Homoeopathic remedies and nosodes Miasmatic nosodes Herbal remedies Modern remedies Salt remedies Metals and Metallic Salts Drainage Therapy Bach Flower Remedies (revision) Tissues Salt Remedies (revision) Repertorisation</td>
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<td>8 30 Methodologies: including case evaluation; hierarchies; miasms and nosological prescribing; use of repertories, including computerized repertories. Materia Medica of lesser known and clinically indicated remedies; taught by comparison and integration with previously learned Materia Medica.</td>
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<td>Medical and Surgical Nursing Science: Critical care nursing: General Module 1 &amp; 2</td>
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<td>7 16 Fundamental nursing: Scientific method of nursing: Nursing bundles, infection and systematic inflammatory response syndrome, infection control in a specific nursing unit, shock, nutrition, acid base balance and electrolyte balance, electro-cardiographs Introduction to cardiology and cardio-surgery advanced medical and surgical conditions</td>
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<td>AQR01Y3</td>
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<td>Medical Rescue: Confined Space Rescue 3</td>
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<tr>
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<tr>
<td>Medical Rescue: High Angle 1</td>
<td>HAR01Y2</td>
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<td>Medical Rescue: High Angle 2</td>
<td>HAR02Y3</td>
<td>100%</td>
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<td>Medical Rescue: Industrial &amp; Agricultural Rescue 1</td>
<td>IAR01Y2</td>
<td>100%</td>
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| Medical Rescue: Motor Vehicle Rescue 1 | MVR01Y2 | 100% 100% | 0% 0% | 6 6 | 12 12 | Electric gates and door entrapments
Agricultural Incidents
Topics
Chemical spills / pesticide leaks
Overturned tractors
Persons entrapped in farm machinery
Incidents involving grain storage bins and silos

| Medical Rescue: Structural Collapse Rescue 3 | SCR01Y4 | 100% 0% | 0% 8 | 10 | Structural collapse incident safety;
Structural engineering systems;
Specialized equipment;
Shoring techniques;
Breaching-breaking-cutting-burning;
Lifting and rigging.

| Medical Rescue: Trench Rescue 3 | TRR01Y4 | 100% 0% | 0% 7 | 10 | Introduction to trench rescue;
Trench rescue equipment;
Rescue operation;

| Medical Rescue: Wilderness Search & Rescue 2 | WSR01Y3 | 100% 0% | 0% 7 | 12 | Introduction to wilderness search & rescue areas and operations
Theory of map reading, navigation & survival
Practical navigation & camp craft
Principles of search management
Practical management of a search and rescue operation

| Mental Health and Wellness | MHAW011 | 100% 0% | 0% 5 | 6 | Mental Health and Wellness is essentially a life-skills course designed to educate you in the field of self-care and personal maintenance of healthy and optimal functioning. Given that your chosen profession is amongst the highest rated for severe personal consequences such as substance abuse and burn-out, the ability to recognize these conditions is vital. Education and awareness assists us to remain motivated and excited about your work, to sustain passion, commitment, ability and responsibility in the face of prolonged and continued exposure to severe stress and trauma.
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<td>Nutrition and Environment of Micro-organisms</td>
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<td>The Control of Micro-organisms</td>
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<td>The bacteria which may be isolated from humans</td>
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<td>The microbiological investigation of water, milk and food</td>
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<td>Collection, transport and examination of mycology</td>
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<td>- Adaptation to Extra-uterine Life</td>
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<td>Haemo dynamic homeostasis of high care and critical ill neonates Part 1 and Part 2, Cardio vascular system Part 1 and Part 2, Blood pressure, Neurological System Part 1 and Part 2, Principles of advanced nursing of supportive systems of high risk and critical ill neonates Part 1, Haematological system, Fluid and electrolyte maintenance, Endocrine system, Musculo-skeletal system, Genitourinary system Part 1 and Part 2, Metabolic system</td>
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<td>Principles of advanced nursing of supportive systems of high risk and critical ill neonates Part 2, Neonatal Nutrition, Gastro-Intestinal Disorders Part 1 and Part 2, Sensory system and thermoregulation, Discharge planning, Aspects of advanced neonatal nursing, Stress, shock and resuscitation, Neonatal transport, Ethical issues, Neonatal management, Quality assurance</td>
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<td>Practical workbook, Clinical skills</td>
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<td>Nuclear Medicine Clinical</td>
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<td>The student is introduced to patient care and management, data acquisition including basic data manipulations and general hot laboratory management, elution of a molybdenum generator and measurement of dosages.</td>
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<tr>
<td>Module</td>
<td>Code</td>
<td>Credits</td>
<td>Contact Hours</td>
<td>This module will deal with imaging of the prescribed systems and the compounding of mix and shake radionuclides</td>
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<th>Module</th>
<th>Code</th>
<th>Credits</th>
<th>Contact Hours</th>
<th>This module deals with clinical imaging of the systems covered in Practice 3 and the compounding of the mix and boil radionuclides</th>
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<tbody>
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<tr>
<th>Module</th>
<th>Code</th>
<th>Credits</th>
<th>Contact Hours</th>
<th>In this module, students will be able to function in hybrid imaging practices and radionuclide compounding of PET radionuclide</th>
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<tbody>
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<thead>
<tr>
<th>Module</th>
<th>Code</th>
<th>Credits</th>
<th>Contact Hours</th>
<th>This module enables the students to learn about the interaction of radioactivity with matter, images production, nuclear medicine instrumentation utilized in nuclear medicine, quality control and radiation protection.</th>
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</thead>
<tbody>
<tr>
<td>Nuclear Medicine Instrumentation</td>
<td>NMI01Y2</td>
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</table>

| Module                                      | Code    | Credits | Contact Hours | "The student is introduced to good imaging practice, terminology and prescribed imaging systems at this level:
• Chest (lungs)
• Abdomen (GIT)
• Skeletal (in full)" |
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| Module                                      | Code    | Credits | Contact Hours | "This module will deal with imaging of the following systems:
• Endocrine
• Abdomen (GIT)
• RES
• Male reproductive"
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<td>100%</td>
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| Module                                      | Code    | Credits | Contact Hours | "This module deals with imaging of the following systems:
• Cardiovascular
• Lymphatics
• CNS
• Breast " |
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| Module                                      | Code    | Credits | Contact Hours | "This module deals with imaging of advanced and specialized nuclear medicine procedures in the following:
Single Photon Emission Computerized Tomography Imaging (SPECT)
Positron Emission Tomography (PET & PET-CT)
Infection detection and HIV management
Radioimmunoscintigraphy
Paediatrics
New Developments and literature review
Nuclear Medicine in the South African Context " |
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| Nursing Science 2A Family health care in Nursing Science (Midwifery): Module 1 & 2 | VPK2A10 |      |        |       | 50%  | 50%  | 7 | 8 | Normal pregnancy and neonatal period  
                                  |         |      |        |       |      |      |   |   | Normal labour and postnatal period                                                  |
| Nursing Science 2B Family health care in Nursing Science (Midwifery): Module 3 & 4 | VPK2B30 |      |        |       | 50%  | 50%  | 7 | 8 | Problems during pregnancy and the neonatal period  
                                  |         |      |        |       |      |      |   |   | Problems during labour and the postnatal period                                     |
| Nursing Science 2C Family health care in Nursing Science (Midwifery): Module 5 & 6 | VPK2C50 |      |        |       | 50%  | 50%  | 7 | 8 | The Infant and the Pre-School Child (birth – 6 years)  
                                  |         |      |        |       |      |      |   |   | The Primary School Child Communicable Diseases  
<pre><code>                              |         |      |        |       |      |      |   |   | The Adolescent Adulthood Reproductive Health Occupational Health The Elderly       |
</code></pre>
<p>| Nursing Science 2D Family health care in Nursing Science (Midwifery): Module 7 | VPK2D70 |      |        |       | 50%  | 50%  | 7 | 8 | Midwifery clinical skills related to pregnancy, labour and birth (uncomplicated and complicated; basic and advanced skills when medical assistance is not available) Midwifery clinical skills related to the newborn baby (birth – 6 weeks) |
| Nursing Science 2D Family health care in Nursing Science (Midwifery): Module 8 | VPK2D80 |      |        |       | 50%  | 50%  | 7 | 8 | Family Health clinical skills related to: The Infant and the Pre-School Child (birth – 6 years) The Primary School Child Communicable Diseases |
| Nursing Science 1A Medical and Surgical Nursing Science Module 1 &amp; 2 | VPK1A10 |      |        |       | 50%  | 50%  | 7 | 8 | Red blood cell disorders White blood cells disorders Platelet and Coagulation disorders Lymph disorders Cancer Hypertension Acute coronary syndromes Heart failure and Cardio myopathy Cardiac rhythm disturbances Infective and alveolar heart conditions Vascular disorders Diabetes mellitus Endocrine disorders pertaining to pituitary, thyroid, parathyroid and adrenal glands |
| Nursing Science 1 Medical and Surgical Nursing Science Module 3 &amp; 4 | VPK1B50 | 50% | 50% | 7 8 | Nutrition and nutritional problems Upper gastrointestinal disorders Lower gastrointestinal disorders Liver, gall bladder and pancreas disorders Theatre nursing Soft tissue injuries Musculoskeletal traumas Minor orthopaedic ailments Arthritic and connective tissue disorders Infective and non-infective skin disorders Burn injury |
| Nursing Science 1C Medical and Surgical Nursing Science Module 5 &amp; 6 | VPK1C50 | 50% | 50% | 7 8 | Chest traumas and respiratory tract infections Obstructive airway disorders HIV/AIDS Respiratory failure Ear, Nose and Throat disorders Eye conditions Brain trauma, Intracranial disorders and Infectious and inflammatory brain disorders Cerebral blood flow disorders Chronic neurologic disorders Peripheral nerve conditions and Spinal cord injury Urinary tract infection and Infectious and inflammatory conditions Renal failure Male reproductive and sexual disorders |
| Nursing Science 1D Medical and Surgical Nursing Science Module 7 &amp; 8 | VPK1D70 | 50% | 50% | 7 8 | Clinical skills related to the following systems: Haemapoietic Oncology Cardiovascular Endocrinological Gastrointestinal Theatre nursing Musculo-skeletal Dermatology Clinical skills related to the following systems: Pulmonology skills Ear, Nose, Throat and Eye skills Neurologic skills Nephrology and Urology skills |
| Nursing Science 4A Nursing Dynamics Module 1 &amp; 2 | VPK4A10 | 50% | 50% | 7 8 | The research process: Formulation and conceptualisation The world of nursing research Research ethics Formulation in research Conceptualisation in research The research process: Design and communication Research design |</p>
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Population and sampling
Validity and reliability / trustworthiness
Data collection
Data analysis
Communication of findings

Nursing unit management
Foundations of nursing unit management
Philosophy and objectives
General routine in the unit
Organisation in the nursing unit
Directing in the nursing unit
Decision making and problem solving
Harmony in the nursing unit
Financial accountability
Quality improvement in the nursing unit
Communication in the nursing unit
Disaster planning in the nursing unit
Personnel management in the nursing unit
Education and staff development
Career management
Quality nursing unit management
Introduction to research
Clinical nursing education: A learning approach
Teaching and learning principles
Accompaniment in the clinical unit
The learning facilitator as reflective practitioner
The adult learner
The clinical unit as learning context: In-service education and orientation program
Teaching strategies and media
Evaluation in clinical teaching

Ethos and Professional Practice
Professional foundations of nursing
Professional organization
Professional regulation
Professional accountability
Ethical decision making
Health services dynamics:
Health service delivery in South Africa: foundation and legal framework
Health service delivery in South Africa: structure and management
International health service delivery: comparative framework
Contemporary issues in health service delivery
Management of health education/promotion
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<td>Nursing Science 4D: Nursing Dynamics Module 7</td>
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| Nursing Science 4D Practical Unit Management and Comprehensive Health Care Module 8 | VPK4D80  | 50%     | 7     | 12    | -Clinical Community Health Nursing Science skills:  
  -Health diagnosis, treatment and care of people in all phases of life  
  -Prevention and control of communicable diseases  
  -Family health  
  -Management of a community health service  
  -Health education  
  -Nursing unit management skills:  
    -Strategy implementation  
    -Policy development  
    -Organisational management  
    -Guidance  
    -Evaluation of quality improvement                                                                 |
| Nursing Science 3A Psychiatric and Mental Health Nursing Science Module 1 & 2 | VPK3A10  | 50%     | 7     | 8     | Theory for Health Promotion in Nursing and other Theories.  
  -Psychiatric Nursing: An introduction to the field.  
  -Philosophical perspectives on man and the world.  
  -Historical development in the world and in South Africa.  
  -The Psychiatric and Mental Health Nurse and her functions within the Trans-professional team.  
  -Legal-ethical framework within Psychiatric and Mental Health Nursing Science.  
  -Introduction to the nursing process  
  -The individual: The one-to-one relationship  
  -The family across life-span  
  -The community – Primary Mental Health care focus                                                                 |
| Nursing Science 3B Psychiatric and Mental Health Nursing Science Module 3 & 4 | VPK3B30  | 50%     | 7     | 8     | Interpersonal relationships and self-knowledge  
  -Management of conflict and change  
  -Psychopharmacology  
  -International classification of mental illness  
  -Etiology and diagnosis of mental illness  
  -Anxiety disorders, somatoform and dissociative disorders  
  -Substance related disorders  
  -Sexual disorders / dysfunction (and HIV/AIDS counselling)  
  -Personality disorders                                                                 |
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<td>and explain the embryonic development of the human eye, the</td>
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<td>visual pathway and the innervation of the eye and accessory</td>
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<td>structures. The student will also be able to define and explain</td>
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<td>the composition of the bony orbit, the structure and histology of</td>
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<td>the eyeball and accessory structures using the microscope, charts</td>
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<td>importance of tear film and movement of solutes, oxygen and</td>
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<td>water through the cornea. They will be able to explain the</td>
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<td>mechanisms of tear film production and corneal membrane transport.</td>
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<td>fluids in the eye adjacent to the lens, retina and cornea and</td>
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<td>explain the physiological processes responsible for the proper</td>
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**Paediatric Optometry 2**

**Pathology**

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**This module addresses the basic principles of pathology including the following:**
- Introduction to basic pathology and medical terminology
- Etiology of disease.
- Cell necrosis and degeneration.
- Inflammation and infection.
- Repair and healing.
- The immune response.
- Disorders of growth.
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- Circulatory disorders.
- Genetic disorders and effect of radiation on normal tissue.
- Infective diseases.

- Anatomical Pathology
- Neurology
- Orthopaedics
- Obstetrics and Gynaecology
- Medicine
- General Surgery
- Paediatrics

- Scope of pathophysiology
- Cell and tissue damage
- Disease mechanisms
- Cardiovascular system
- Respiratory system
- Endocrine system
- Musculoskeletal system
- Nervous system
- Metabolic disorders
- Carcinogenesis and neoplasia
- Ageing and death

- General principles of pharmacology
- Autonomic nervous system
- Central nervous system
- Cardiovascular system
- Respiratory system
- Diuretics
- Gastrointestinal and anti-emetics
- Endocrine system
- Chemotherapeutic drugs
- Anti-inflammatory drugs and autacoids
- HPCSA: PBECP approved drugs
- Vaccines
- Categories of Drugs
- Local Anaesthetics
- Gout Medications
- Corticosteroids
- AntiDiabetic agents
- Antibiotics
- Antifungals
- Dermatologic Pharmacology
- Prescription Writing
- Drug Interactions
- Antihypertensive
- Angina
- Heart Failure
- Anxiolytics and Hypnotics
- Antiepiletics
- Parkinson's
- Medication
- Psychosis
- Gastrointestinal tract
- Asthma
- Allergy
- DMARDS
- Antimycobacterial Drugs
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Autonomic nervous system  
Central nervous system  
Cardiovascular system  
Respiratory system  
Diuretics  
Gastrointestinal and anti-emetics  
Endocrine system  
Chemotherapeutic drugs  
Anti-inflammatory drugs and autacoids  
HPCSA; PBEC approved drugs  
Vaccines |
| Pathophysiology | PPH1112 |  50% | 50% | 6 | 15 | The purpose of this module is to familiarise the student with:  
- the disease processes of the body  
- the terminology and definitions used in Pathology  
- the mechanisms of disease  
- the limitations of the body’s response to disease  
- the consequent disturbances of structure and function of cells, tissues and organs  
- the causes of disease  
- the main technological disciplines used for diagnosis of and research on disease processes  
This module prepares the student for all the second and third year specialist subjects |
| Philosophy Principles and History 1 | WBG11-1 |  100% | 0% | 5 | 10 | Introduction to the basic concepts of science, scientific enquiry; the history of the development of homoeopathy; the main concepts in homoeopathy; proving’s; principle of similar; vital force; Hierarchy of Symptoms; Hering’s Law of Direction of Cure; Individualisation; Acute versus Chronic Disease.  
Sources of Homoeopathic Medicines; Minimum Dose and Potentisation; Basic concepts of constitutional prescribing including grading of symptoms and constitutional typologies; general principles of case taking; prognosis; introduction to Hahnemann’s theory of chronic diseases; Obstacles to Cure, including lifestyle issues; Limitations of homoeopathic therapeutics. |
Relationship between acute and chronic disease; Case taking in acute conditions; application of the similimum principle in acute cases especially: trauma, shock (physical and emotional); as well as acute common febrile conditions and acute vomiting and diarrhoea; stress, anxiety and exhaustion. Management, prevention and referral of these conditions. Use and care of homeopathic medicines in the situations above.

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<td>These modules will concentrate on preparing students both mentally and physically to effectively and safely participate in medical and rescue training and or operational work. <strong>Core components include:</strong> Physical conditioning (coordination, speed, strength and stamina) Mental preparation and recognition of mental and physical limits in oneself and others; Healthy living and nutrition; Power to weight ratios and management of body weight; Teamwork and leadership in difficult environments; Managing fatigue and physical in oneself and others discomfort; Swimming abilities; Intrinsic and extrinsic motivational approaches to facilitate individual and team achievement during mentally and physically challenging environments; Important of timekeeping and punctuality.</td>
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Professional organisation  
Professional regulation  
Professional accountability  
Ethical decision making  
And  
Foundations of nursing unit management  
Philosophy and objectives  
General routine in the unit  
Organisation in the nursing unit  
Directing in the nursing unit |
| MNP511A                                                 |         | 0%      | 30            |                                                                                   |
| Clinic Procedure and Regulations                       |         |         |               | Policies and Procedures  
Forms and Processes  
Rules and Regulations  
Discipline  
Assistant Lecturers/clinicians  
Ongoing evaluation  
Duties and Responsibilities  
Ethics and Council Regulations  
Ethics  
Patient relations  
Confidentiality  
Informed consent  
Professional Bodies and Statutory Councils  
Medical Schemes and Managed Care  
National Patients’ Rights Charter  
Chiropractors, Homeopaths and Allied Health Services Professions Act  
Professional Communication Skills  
Referral letters and medico-legal report writing  
Presentation of cases  
Patient Education  
When to refer a patient  
Paediatrics  
Special Considerations  
Chiropractic and Paediatrics  
Chiropractic Techniques for the infant and toddler  
Geriatrics  
Special Considerations  
Chiropractic and Geriatrics  
Modified Techniques for the Geriatric Patient  
Practical Module  
Shoulder Techniques  
Elbow techniques  
Wrist and Hand Techniques  
Hip Techniques  
Knee Techniques  
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This module will introduce the student to the principles of patient care, professional conduct, ethical values and human rights and academic literacy as pertaining to healthcare.

This module will expand on the principles of patient care, professional conduct, ethical values and human rights pertaining to healthcare. The student will be introduced to the concepts of research in healthcare.

The purpose of the module is to introduce Environmental and Occupational Health in the context of Public Health within a region or country’s health system.

This module evaluates and debates occupational and environmental health programs/systems with reference to strengths, weaknesses, core values, ethos of current health reforms and global public health priorities.

The module introduces and demonstrates the relevance of epidemiology, biostatistics and research methodologies to public health. It provides the foundation to public health surveillance and investigations.

The module introduces and demonstrates the relevance of epidemiology, biostatistics and research methodologies to public health. It provides the foundation to public health surveillance and investigations.

The purpose of the module is to introduce Health promotion and health behavior.
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<td>Public Health: Environmental Health Risk and Impact Assessment</td>
<td>EHRC2P1</td>
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<td>The purpose of the module is to introduce Environmental Health Risk and Impact Assessment in the context of Public Health within a region or country's health system.</td>
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<tr>
<td>Public Health: National and Continental Environmental Health Challenges</td>
<td>ENCC2P1</td>
<td>100%</td>
<td>9</td>
<td>The impact of the above challenges on continental demographics; water; ecosystems critical for human survival; health; food &amp; energy; etc. can be described.</td>
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<td>Public Health: African Health Systems, Health and Environmental Politics and Management</td>
<td>AHSC2P2</td>
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<td>The module explores the impact of existing health systems and associated political environment on continental demographics; water; ecosystems critical for human survival; health; food and energy.</td>
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<tr>
<td>Public Health: Health Systems, Funding Models and Health Economics</td>
<td>HSFC2P2</td>
<td>100%</td>
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<td>This module sets the objective of introducing students to theoretical research in public health funding models and will equip them with the basic knowledge needed to interpret and appraise applied studies in health economics.</td>
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<tr>
<td>Public Health: Minor Dissertation: A – I</td>
<td>EMDCAP2</td>
<td>100%</td>
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<td>The purpose of the module is to introduce research methods and methodology with specific focus on Environmental and Occupational Health.</td>
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<td>Radiation Therapy Clinical 1</td>
<td>RTC01Y1</td>
<td>100%</td>
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<td>To develop the clinical competencies of a therapy radiographer at a first year level and will enable the students to apply the theory of Radiation Therapy I and includes professional practice within the clinical environment.</td>
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<tr>
<td>Radiation Therapy Clinical 2</td>
<td>RTC01Y2</td>
<td>100%</td>
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<td>&quot;This module enables the student to apply the theory of Radiation Therapy Practice 2 (inclusive of 3D treatment) and includes professional practice within the clinical environment&quot;</td>
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<td>Radiation Therapy Clinical 3</td>
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<td>This module enables the student to apply the theory of Radiation Therapy Practice 2 (inclusive of IMRT, Stereo, Brachytherapy and specialized 3D treatment delivery) and includes professional practice within the clinical environment.</td>
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<td>Radiographic Management Strategies</td>
<td>RMS01Y4</td>
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| Evaluation, Instructional strategies and Data Collection  
Professional environment of the Radiographer / Radiation Therapist / Ultrasonographer / Nuclear medicine Technologist and Departmental Management  
Quality Assurance in Radiation Therapy / Oncology / Ultrasound / Radiography / Nuclear Medicine  
Advanced Imaging Technologies  
Departmental Planning and Design |
| Radiography Diagnostic Management Strategies 4 | RPP441B | 100%    | 0%    | 7     |
| Evaluation, instructional strategies and Data collection  
Professional environment of the radiographer and management in radiography  
Quality assurance in diagnostic radiography  
Design and planning of new installations  
Advances in contrast media |
| Radiographic Management               | RGM01Y4  | 100%    | 0%    | 8     |
| Evaluation, Instructional strategies and Data Collection  
Professional environment of the Radiographer / Radiation Therapist / Ultrasonographer / Nuclear medicine Technologist and Departmental Management  
Quality Assurance in Radiation Therapy / Oncology / Ultrasound / Radiography / Nuclear Medicine  
Advanced Imaging Technologies  
Departmental Planning and Design |
| Radiology 4                           | RCP41-1 RCP411A | 100%    | 0%    | 7     |
| General knowledge, basic principles, and terminology of radiography  
Radiographic techniques  
Radiographic anatomy, pattern recognition, technique and film evaluation of the chest  
Radiographic anatomy, pattern recognition, technique and film evaluation of the upper limb  
Radiographic anatomy, pattern recognition, technique and film evaluation of the shoulder girdle  
Radiographic anatomy, pattern recognition, technique and film evaluation of the abdomen  
Radiographic anatomy, pattern recognition, technique and film evaluation of the lower limb  
Radiographic anatomy, pattern recognition, technique and film evaluation of the pelvic area |
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<tr>
<th>Course</th>
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<tr>
<td>Radiopharmacy 1</td>
<td>RPY01Y1</td>
<td>100%</td>
<td>5</td>
<td>The student is introduced to rules and regulations of hot laboratory and elution of the Molybdenum generator and biodistribution of Technicium 99m the workhorse radionuclide in nuclear medicine.</td>
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<tr>
<td>Radiopharmacy 2</td>
<td>RPY01Y2</td>
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<td>This module will introduce the student to the radiochemistry and the use of selected radionuclides eg Tc99m compounds.</td>
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<td>Radiopharmacy 3</td>
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<td>This module deals with uses and biodistribution of single photon radionuclides, radiopharmacology, radiobiology and the cold laboratory.</td>
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<tr>
<td>Radiopharmacy 4</td>
<td>RPY01Y4</td>
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<td>Students engage with new developments of radionuclides and uses and interventional studies including PET radionuclides.</td>
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<td>Research Methods</td>
<td>REM01Y3</td>
<td>100%</td>
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<td>&quot;The module aims at encouraging the student to conduct research by giving them the required knowledge of specific approaches and methods (qualitative and quantitative) and skills employed in applied research.&quot;</td>
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<td>Research Methodology:</td>
<td>RMBEHB3</td>
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<td>Research Study Design Data collection and measurement Introduction to biostatistics Data analysis-Descriptive statistics Data analysis Inferential statistics Applied statistics.</td>
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<td>Research Methodology</td>
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<td>7</td>
<td>Definitions of research The academic contribution of research The scientific method and philosophies of science Types of research and research designs The research life-cycle Research skills Electronic Searching and Access to...</td>
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| Research Methodology: Module A                          | RMENVA2 | 50%          | 50%           | 6        | 8     | Steps in a research process
|                                                         |        |              |               |          |       | Benefits and weaknesses of study designs
|                                                         |        |              |               |          |       | Preparing a literature review
|                                                         |        |              |               |          |       | Research population and sampling
|                                                         |        |              |               |          |       | Selecting an appropriate study design
|                                                         |        |              |               |          |       | Data collection and measurement
| Research Methods and Techniques Homoeopathy             | RESH411| 100%         | 0%            | 7        | 12    | Introduction and definition of research
|                                                         |        |              |               |          |       | Scope of research in homoeopathy
|                                                         |        |              |               |          |       | Research and ethics
|                                                         |        |              |               |          |       | Research designs and methodologies
|                                                         |        |              |               |          |       | Statistical analysis
|                                                         |        |              |               |          |       | Proposal writing
|                                                         |        |              |               |          |       | Publication
| Research Methods and Techniques 4                       | RESR411| 100%         | 0%            | 9        | 12    | The module aims at encouraging the student to conduct research by giving them the required knowledge of specific approaches and methods (qualitative and quantitative) and skills employed in applied research.
| Research Project                                       | RPENV04| 50%          | 50%           | 8        | 30    | Planning a Project
|                                                         |        |              |               |          |       | Literature Review
|                                                         |        |              |               |          |       | Research Design
|                                                         |        |              |               |          |       | Data Collection and Ethics
| Research Project Radiography                            | RPR01Y4| 100%         | 0%            | 8        | 18    | This module will allow the student to apply the research skills into a research project.
| Research Project and Dissertation                       | RES42-1| 0%           | 100%          | 8        | 18    | Topics for the research project may be chosen from within the field of Podiatric medicine.
| Research Elective 4 EMC                                 | REP01Y4| 100%         | 0%            | 8        | 30    | Topics for the research project may be chosen from within the field of Emergency Medical Care or Rescue.
| Soma Techniques Practical                               | STE411P| 100%         | 0%            | 7        | 15    | This module addresses integrated advanced practical competencies in aromatherapy, camouflage therapy, reflexology and telangiectasia treatment. Students integrate industry experience in performing corrective/preventative/maintenance professional treatments, incorporating relevant professional and adequate home-care, nutritional and lifestyle guidelines.
| Somatology Project 4                                    | STP41-1| 100%         | 0%            | 7        | 10    | The following learning units will be facilitated to enable students to achieve outcomes:
|                                                         |        |              |               |          |       | Introduction to research process – conceptual framework for understanding research process
<p>|                                                         |        |              |               |          |       | Overview of Research Proposal |</p>
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<tr>
<td><strong>Introduction to health, environment and sustainable development</strong></td>
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<td>Environmental management and planning tools</td>
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<td>Actions and legal aspects of sustainable development</td>
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<tr>
<td><strong>This module is designed to address scanning techniques &amp; protocols in invasive ultrasound procedures</strong></td>
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<tr>
<td><strong>This module introduces the student to diagnostic angiography, myelography, Interventional techniques and image interpretation</strong></td>
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<td><strong>“Specialized diagnostic radiography procedures and techniques. Design and planning of new installations. Advances in contrast media.”</strong></td>
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<td><strong>History of medical aromatherapy</strong></td>
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<td>Subtle aromatherapy</td>
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<td>Client consultation</td>
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<td>A holistic approach to prescribing essential oils</td>
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<td><strong>Cardiovascular system</strong></td>
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<td>Perform a corrective /preventative/ maintenance professional reflexology treatment incorporating relevant professional and adequate home-care, nutritional and lifestyle guidelines. Student will incorporate aseptic and sanitary procedures and adhere to the professional ethics. The following student units will be facilitated to achieve the purpose of the module: Nutritional supplements and toxins Allergies Food labelling Gynaecology and obstetrics Dermatology Cancer HIV/AIDS Body systems Sense organs Integumentary system Respiratory system Lymphatic system Immune system Digestive system Urinary system Reproductive system Endocrine system Nervous system Skeletal system Cardiovascular system Muscular system Requirements for professional practice (law &amp; regulations) The therapeutic relationship</td>
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<td>Sport and physical activity in the ancient civilization The Greeks, Ancient Olympic and the Romans Modern Olympic Games Development of modern sport: Renaissance, reformation and modern era Development of sport in South Africa and the political influences on international participation. Historical and theoretical overview of violence in sport Sport and the economy Sport and gender And Administering of a club/sport enterprise; running meetings; organising different tournaments; managing equipment and facilities; managing sponsorships and financial aspects</td>
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<td>Sport Practice 1D</td>
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<td>Students should develop intellectual competencies and practical skills in the analysis, interpretation and application of the rules, coaching and assessment in swimming, rugby, cricket, football, hockey, tennis, and netball.</td>
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| Sport Management 2C                             | SPM02C2    | 50% 50%             | 6    | 16       | Segments and sectors in the sport industry  
The macro / micro and market of the sport industry  
Management of sport  
Planning and the management of sport  
Organising and the management of sport  
Direction/leading and the management of sport  
Control and the management of sport  
And  
After completion of this quarter module the learner will be able to: distinguish between management and sport management, describe and apply the planning process, explain and apply the principles of organizing within the sport industry, explain and apply the competence of directing in a practical situation, defend and implement the principles of control in the management of sport. |
| Sport Psychology and Perceptual Motor Learning 3A| SPP03A3    | 50% 50%             | 7    | 16       | Motor Skill: What Is It?  
Individual Differences and Motor Abilities  
Principles of Human Skilled Performance  
Processing Information and Making Decisions  
Sensory Contributions to Skilled Performance  
Movement Production and Motor Programs  
Principles of Motor Control and Movement Accuracy  
And  
The content entails an introduction to sport psychology, the mind and sport performance, stress and anxiety in sport, arousal and sport performance, theoretical considerations in the management of stress and anxiety, stress management techniques, visualization, imagery, mental imagery training, concentration, |
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<td>concentration training, goal setting and self-confidence, the use of cognition in sport, and the development of a mental training program.</td>
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<td>8 7 12 15</td>
<td>Further, students will be guided and eventually be able to develop a sports marketing plan and assess the effects thereof in a holistic context of the sport and recreation practice. Students will also eventually be able to assess the principles, disciplines and practices of Sport Marketing in a holistic context.</td>
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<td>Sport Psychology</td>
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<td>The content entails an overview of the major sport psychological themes, the psychology of peak performance, talent detection and development, exercise psychology, interventions strategies for exercise adherence, drug abuse in sport, and career termination/transition in sport.</td>
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<td>8 7 30 30</td>
<td>Establish appropriate fitness test batteries High performance sport programming and organization Talent identification Design training programmes Monitoring progress Management of testing individuals and groups Interpret test data and report back</td>
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<td>Introduction to the study of sport in society in terms of knowledge production Theoretical approaches- broad and specific related to different issues in sport and society The role of politics in sport: global and local, as well as the politics of sport Sport, nationalism and the formation of national identity The role of the economy in sport as it relates to transnational companies, sponsorships and the process of commercialization The reciprocal role of the media in sport within the global and local context and with reference to different types of media The impact of gender, race and class (socio-economic status) in the allocation of sport-related resources and the underlying theoretical approaches Explaining sport-related violence in the context of a society by utilizing</td>
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case studies as relevant conceptual frameworks
The role of sport in communities within the sport+ and +sport model of reasoning and potential impact through the analysis of impact studies

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<td>How to develop an enhancement programme</td>
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<td>How to establish a sports vision enhancement practice</td>
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<td>Orthopaedics Surgery on Specific Structures Healing Process Amputation Fractures Implants Bone Infection Tuberculosis Bone Tumours Physical Examination and Assessment Wounds and Sutures Excision and Incision Biopsy Casting OF the Lower Limb Soft Tissue Burns Ulcers The Vascular System</td>
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<td>Haematology (Red Blood Cell and Bleeding disorders, Diseases of White Blood Cells, Lymph Nodes, Spleen and Thymus) Cardiovascular System (Blood Vessels and Heart) The Respiratory System The Central and Peripheral Nervous System The Musculoskeletal System The Gastrointestinal System The Endocrine System The Genitourinary System Head, Neck and Eye</td>
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<td>Telangiectasia Treatment 4</td>
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<td>A holistic and integrated approach is utilised to assist students with theoretical and practical skills to provide Telangiectasia treatment. Students Conduct a professional TT consultation with the client prior to treatment and perform an appropriate and competent TT treatment on the client. The Student will incorporate</td>
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<tr>
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<td>aseptic and sanitary procedures and adhere to the professional ethics. The following learning units are addressed: Hygiene Angiology Causes and contributing factors Indications, contra-indications and precautions Treatment procedure and skills Post treatment Home care Consultation and record card Practical's</td>
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<td>Treatment Planning and Dosimetry 1</td>
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<td>The module will introduce the student to basic treatment planning principles and radiation therapy related apparatus.</td>
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<td>&quot;To expand on the treatment planning and dosimetry principles in first year and to introduce the student to basic principles of radiobiology&quot;</td>
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<td>This module will focus on specialised treatment planning, equipment and treatment with particle beams.</td>
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<td>This module will develop the competencies required in specialized treatment planning and the application of hybrid imaging where applicable.</td>
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<td>Treatment Planning and Specialised Techniques 4</td>
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<td>Revision of treatment planning Radiographic practice – complex protocols Specialised treatment planning Brachytherapy</td>
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<td>In this module students are introduced to radionuclide treatment of specific deseases</td>
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<td>Ultrasound Clinical 1</td>
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<td>&quot;The module will address scanning techniques &amp; protocols, detailed anatomy, physiology, pathology and image interpretation of the female reproductive system, 1st trimester pregnancy and the abdominal organs in a clinical context. This will also incorporate the principles of patient care, communication, medical ethics, human rights and reflective practice.&quot;</td>
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<td>The module is designed to address scanning techniques &amp; protocols, recognition of cross sectional anatomy on ultrasound images and image interpretation of the small</td>
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Ultrasound Clinical 3:
The module is designed to address scanning techniques & protocols, detailed anatomy, physiology, pathology and image interpretation of the chest, paediatrics & neonatal neurosonography, advanced obstetrics and vascular Doppler in a clinicall context. This will also incorporate the principles of patient care, communication, medical ethics, human rights and reflective practice.

Ultrasound Clinical 4:
The module is designed to address scanning techniques & protocols, detailed anatomy, physiology, pathology and image interpretation of echocardiography & Musculoskeletal ultrasound in a clinical context. This will also incorporate the principles of patient care, communication, medical ethics, human rights and reflective practice.

Ultrasound Physics:
"This module will expand on the physical principles of ultrasound image productions, Doppler principles, image recording and quality assurance

Introduction
The Nature of Sound
Interaction of Ultrasound and Matter
Intensity and Power
Piezo-electricity
Transducers
Beam Characteristics
Biological Effects of Ultrasound
Doppler Ultrasound Equipment
A-Scan Units
B-Scan Units
M-Mode Units
Artefacts
Image Recording
Invasive Techniques"

Ultrasound Practice 1:
The module will address scanning techniques & protocols, detailed anatomy, physiology, pathology and image interpretation of the female reproductive system, 1st parts, 2nd & 3rd trimester obstetrics and expand on abdominal sysestes in a clinicall context. This will also incorporate the principles of patient care, communication, medical ethics, human rights and reflective practice.
<table>
<thead>
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