

# WALTER SISULU UNIVERSITY

## FACULTY OF HEALTH SCIENCES PROSPECTUS 2021 MTHATHA CAMPUS



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**WALTER SISULU UNIVERSITY**

**MTHATHA CITY CAMPUS**

**Prospectus 2021**

Faculty of Health Sciences

## **How to use this prospectus**

Note this prospectus contains material and information applicable to the whole campus.

It also contains detailed information and specific requirements applicable to programmes that are offered by the campus.

This prospectus should be read in conjunction with the General Prospectus which includes the University's General Rules & Regulations, which is a valuable source of information.

Students are encouraged to contact the Academic Head of the relevant campus if you are unsure of a rule or an interpretation.

### Disclaimer

Although the information contained in this prospectus has been compiled as accurately as possible, WSU accepts no responsibility for any errors or omissions. WSU reserves the right to make any necessary alterations to this prospectus as and when the need may arise. This prospectus is published for the 2021 academic year.

Offering of programmes and/or courses not guaranteed.

Students should note that the offering of programmes and/or courses as described in this prospectus is not guaranteed and may be subject to change. The offering of programmes and/or courses is dependent on viable student enrolment numbers being met (as determined by HOD) and physical and human resources being available.

**STUDENT DECLARATION**

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

do solemnly declare:

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

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

I further declare that I shall be loyal to my University, and will endeavor to promote its welfare and maintain its reputation at all times".

## **GENERAL CONTACT DETAILS**

### **MTHATHA CAMPUS**

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

### **ENQUIRIES AND APPLICATIONS**

#### **MTHATHA CAMPUS**

Nelson Mandela Drive Site

#### **Admissions Office**

Tel No: +27 (0) 47 502 2443/8  
Fax No: +27 (0) 47 502 2838

## **FACULTY CONTACT DETAILS**

Office of the Dean	:	047 - 502 2672
Faculty Administrative Officer	:	047 - 502 2483
Undergraduate Education and Training Unit	:	047 - 502 2468
Postgraduate Education and Training Unit	:	047 - 502 2652
Medical Library	:	047 - 502 2323

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## **FACULTY MEETINGS**

<b>ACTIVITY / COMMITTEE</b>	<b>VENUE</b>
National Health Laboratory Services	Mthatha
National Health Laboratory Services	Mthatha
Academic Governance Committee	Mthatha
National Health Laboratory Services	Mthatha
Academic Governance Committee	Mthatha
Academic Governance Committee	Mthatha
National Health Laboratory Services	Mthatha
Oath Taking Ceremony	Mthatha



## **WALTER SISULU UNIVERSITY**

### **VISION**

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

### **MISSION**

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

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

### **MESSAGE FROM THE DEAN**

It is my pleasure and honour to welcome both students and staff to the Faculty of Health Sciences at Walter Sisulu University (WSU).

We are an established Faculty that has made its mark not only locally at WSU, but also nationally and globally. The area of strength for this Faculty is Problem-Based Learning and Community-Based Education. This was one of the commendations by the Higher Education Quality Committee (HEQC) when the Institutional Audit was conducted at this university in April 2011.

Community-Based Education has made us focus on the health needs of the people we serve, especially the disadvantaged. Focusing on the health needs of the community has made us to be seen by the whole world as being one of leading Faculties in Socially Accountable Health Professions Education globally.

This also goes with a clear demonstration of a strong partnership between the Faculty, the Community and the Eastern Cape Department of Health. Our Motto is "Excellence through Relevance".

We are a Faculty of firsts:

- The first Faculty of Health Sciences in South Africa to introduce an undergraduate degree in Health Promotion. Up to now, no other Faculty has followed.
- The first Faculty of Health Sciences in South Africa to introduce Problem-Based Learning and Community-Based Education in Medical Education.
- One of the two Faculties of Health Sciences in South Africa to first introduce an integrated 5-year MB ChB curriculum.
- The first Faculty of Health Sciences in South Africa to offer the Clinical Associate Programme
- The first Faculty of Health Sciences in South Africa to introduce placement of all medical students at district hospitals for a continuous period of 20 weeks during the 5th year of study in medicine.
- The first Faculty of Health Sciences in South Africa to establish a Centre for Global Health and Research.

To the new students, the selection of students into our programmes is very competitive. Too many applicants compete for limited number of spaces. The admission into our programmes is restricted by staffing, space and equipment, so as to maintain high quality teaching and learning. We continue to explore ways to increase our capacity, working together with the National Department of Health, Eastern Cape Department of Health and Department of Higher Education and Training, so as to be able to double our intake of medical students and triple the intake of clinical associates, in addition to increased intake in nursing, health promotion, medical scientists and medical specialists. We also have a vision to introduce new programmes in the near future within the Department of Rehabilitation Medicine such as Dietetics, Physiotherapy, Speech Pathology and Audiology, and Occupational Therapy.

The gazetting of Nelson Mandela Academic Hospital as a Central Hospital in the Eastern Cape has empowered both government and the university to proceed in earnest with efforts to build a new Faculty of Health Sciences adjacent to Nelson Mandela Academic Hospital. Construction of phase one is complete. Working together with the Department of Higher Education and Training, Eastern Cape Department of Health and our partners, we have prepared district hospitals in terms of equipment, staffing and student accommodation and have given them the opportunity to participate in the teaching platform through our Community-based Education.

I would like to remind all of us that individuals come and go, be they staff or students. The institution is bigger and more important than all of us. It is important for all of us to receive this institution of integrity with such a proven track record in society and hand over a better Walter Sisulu Faculty of Health Sciences to future generations. Let us, therefore, build on our strengths, convert our weaknesses to opportunities, and contribute positively to the growth of this institution, particularly the Faculty of Health Sciences, for the sake of the youth and future citizens of this country.

I would like to remind every student that being admitted in study to this faculty is an opportunity of a life time. Take it! Treasure it! Make the best out of it.

## **1. VISION**

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

## **2. MISSION**

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

## **3. VALUES**

**Academic freedom** in teaching and learning, research and community service.

**Quality management** and integrity in teaching and learning, research and community service

**Equity** in all activities of the faculty, be it in student matters, staff matters, patient care and community service in general.

**Democratic governance** at all levels of management.

**Student access for success** in all programmes within the faculty

**Staff development and leadership capacity** for all faculty staff.

**Batho pele principles** of good character, respect and humility in our daily activities.

**Cost effectiveness** in handling institutional resources at all times.

**Relevance** to the needs of those we serve, especially students and the community

## **4. PRINCIPLES**

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

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

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

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

This curriculum should include:

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

**4.4 Developing a student support programme that ensures access for success.**

This should include:

- A student mentoring programme, where senior students are mentors for junior students, staff members are mentors to needy students and community members are mentors to all students in the community.
- Provision of financial assistance to almost all students coming from disadvantaged backgrounds.

**4.5 Recruiting and developing appropriate teaching staff that has passion for community engagement**

including health professionals in the workplace (general/ family practitioners, nurses, health promoters, social workers, etc.), community health workers and community liaison officers, this initiative requires:

- Training of academic staff across disciplines to be tutors/facilitators of small group learning within an integrated curriculum beyond their respective disciplines/ specialisations.
- Training of health professional also as tutors/facilitators of small group learning centrally, in the skills laboratory and in the community.
- Recruitment of community health workers and community liaison officers to be teachers and mentors that guide students in the community.

**4.6 Developing an appropriate and expanded teaching and learning platform that will enable the Faculty to admit more students and also enable teaching to take place mainly in secondary and primary health care settings rather than at tertiary hospitals.**

In this regard, each Learning Complex, including a District Learning Complex (consisting of a district hospital(s) and associated community health centres and/or clinics) should have:

- A learning centre that has seminar/tutorial rooms with teaching equipment, a skills laboratory and a library with intro and internet facilities, in addition to patient care facilities.
- Accommodation for students and staff.

**4.7 Providing tangible, sustainable, integrated and comprehensive primary health care services that are based on relevance, equity, quality and cost effectiveness.**

This can be achieved through:

- Teaching and application of the biopsychosocial model throughout the teaching platform.
- Exposing the students to community diagnosis that is followed by intervention projects, based on feasible and prioritised community needs.
- Re-introduction of family attachment scheme that enables students to follow patients into their homes over a period of time.
- District hospital and community health centre visits by academic staff for teaching students, capacity building to peripheral staff and service to the community.

**5. Albertina Sisulu Centre for Global Health and Research**

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

- Is an overarching umbrella centre of the Faculty where research and community engagement activities are housed in support of national, regional and global efforts;

- Provides a consolidated platform for research advancement and research training within the faculty,
- Champions global health and advances the implementation of socially accountable educational and health care systems.
- This effort is done as an addition to the recruitment of Research Champions at the level of Research Professors and Research Associate Professors in the Faculty in order to build a research culture and enhance research productivity.

**The Research NICHE areas are:**

**5.1 Basic Sciences**

Human Nutrition  
Medicinal Plants & Traditional Medicine

**5.2 Clinical Sciences**

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

**5.3 Public Health**

The Burden of Disease  
Disease Prevention and Health Promotion  
Health Systems Research  
Health Informatics

**5.4 Medical Education**

Problem-based Learning  
Community-based Education  
Service-Learning

## **HISTORY OF FACULTY OF HEALTH SCIENCES**

Walter Sisulu University (WSU) came into existence on 1 July 2005, arising from the merger of the former University of Transkei, Eastern Cape Technikon and Border Technikon. The establishment of WSU completed the restructuring of the South African Higher Education landscape in terms of the Higher Education Act no 101 of 1997 as amended. It is therefore a new comprehensive university that offers a range of programmes from certificates to diplomas, degrees and post-graduate programmes. Strategically located within the Eastern Cape Province, WSU straddles a vast spectrum of the urban and rural divide of this region. This context has then led the university to define its NICHE area as that of Rural Development and Urban Renewal.

WSU has four (4) campuses as follows: Buffalo City, Butterworth, Queenstown, and Mthatha (Head Office). WSU has 11 faculties with student population of 24,000 and a staff complement of approximately, 2,000.

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

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

The Faculty of Health Sciences has its Headquarters at Mthatha Campus but has an Academic Health Service Complex that spreads throughout the Eastern Cape Province including all levels of health facilities in the Eastern Cape Region (Mthatha), Central Region (East London) and Western Region (Port Elizabeth). The teaching platform is further enhanced by the establishment of Health Resource Centres at Mthatha, East London, Port Elizabeth and Queenstown. Health Resource Centres are of different sizes are currently being set in various health facilities in the province. These Health Resource Centres are strategically built next to hospitals. The purpose for establishing these Health Resource Centres is to create an academic environment throughout the Eastern Cape Province so that students are taught properly by joint staff that has access to library and internet facilities, to enable the three functions of an academic institution to be fulfilled adequately, i.e. teaching & learning, research and service to the people.

The Faculty of Health Sciences is regarded as the flagship of this university. Its niche area is rural health, based on its context. This has made this Faculty to be committed to learning and teaching in the community from District Hospitals to Community Health Centres, Clinics and patient homes (i.e. district learning complexes).

Problem-Based Learning is introduced in first year and continues to be the main learning strategy up to final year. This is the only University in South Africa that offers small group Problem-Based Learning tutorials in clinical years. Learning in the community (i.e. Community-Based Learning) is also introduced early in the curriculum and the time spent in the community is progressively increased up to final year. Community-Based Learning in this Faculty is strengthened by the establishment of community partnerships around Mthatha and this

led to the establishment of four (4) purpose-built Community Health Centres around Mthatha. The Clinical Associate Programme is thus modelled through these two powerful learning strategies, Problem-Based Learning and Community-Based Education. More than 90% of the curriculum for the Clinical Associate Programme is taught in District Learning Complexes, which is where the graduates of this programme will practise after completion.

## **Medicine Programmes**

Our MBChB programme started in 1985 with a traditional programme and later adopted the innovative curriculum based on problem-based learning and community based education. Learning in the community is also introduced early in the curriculum and the time spent in the community is progressively increased up to final year. A curriculum that is integrated with early clinical exposure progressively increasing up to final year.

Small group learning is a central pillar of our teaching and learning strategy. We use an expanded teaching platform across the Eastern Cape Province.

The Bachelor of Medical Clinical Practice (Clinical Associate Programme) was introduced in 2008 and had an intake of 23 students. It follows problem-based, community-based curriculum with about 80% of time spend in District Hospitals and surrounding communities.

## **Nursing Programmes**

The Nursing Programme that was initially offered in 1982 was a part-time Diploma in Nursing Administration and Community Health Nursing which was an 18 month programme. In 1984, the Diploma in Nursing Administration and Community Health Nursing was upgraded to two years. In 1990, the B Cur was started and the Honours degree started in 1991. The 4 year basic nursing degree (B Cur Basic), now called Bachelor of Nursing, started in 1997. This programme adopted a problem-based, community based approach.

## **Public Health Programmes**

The department of Public Health was established in 2015, combining two pre-existing departments - Health Promotion and Community Medicine. The Department of Public Health now has three divisions: Community Medicine, Preventative Medicine and Health Behaviour, and the division of Health Systems, Policy and Planning. There are five programmes currently offered by the department of Public Health: Community Medicine (as part of the MBChB programme, from level 1 to level 5), Bachelor of Science in Health Promotion, Postgraduate Diploma in Health Promotion, Master of Science in Health Promotion, and the Master of Public Health. The department received accreditation from the Health Professions Council of South Africa in 2016 to train specialists in Public Health Medicine. This programme will be introduced in 2017.

The department continues to grow and plans to strengthen its programmes by continuously improving on the quality of content delivered, student throughput and research outputs; and through continued community engagement.

## **Rehabilitation Medicine Programmes**

The Department of Rehabilitation Medicine was established in 2014, to host five programmes names : Medical Orthotics and Prosthetics, Physiotherapy, Occupational Therapy, Speech Pathology and Therapy and Dietetics. Medical Orthotics and Prosthetics Programme is the first that started with total intake of 30 students. The Department is currently working on the establishment of the other programmes listed above.



## **PhD in Health Sciences**

The programme is designed to develop promising scientists into critical thinkers capable of initiating and implementing independent research in the biomedical and health related sciences. The graduate will also have the potential to become educators at the tertiary level.

The Doctor of Philosophy is a research degree. A student conducts research under the supervision of a member of the Academic Staff in the Faculty of Health Sciences. The enrolment into the programme can be either full-time or part-time. Part-time students will be permitted to complete the degree in 3 years, which is the envisaged minimum time for the full-time student.

Candidates for the Doctor of philosophy degree must be graduates with a minimum of 600 tertiary level credits, usually in Biomedical Sciences, in Medicine, in Nursing, or in any other Masters Degree. Prospective candidates must have completed modules dealing with Statistics and Research Methodology. Exceptional applicants who have not completed all the pre-requisite course work may be accepted provided that the necessary levelling work is taken during the first year. A personal interview may be required.

## **ACADEMIC HEALTH SERVICE COMPLEX (AHSC) OF EASTERN CAPE**

The Academic Health Service Complex of the Eastern Cape consists of health facilities at all levels of health care (level 1, level 2 and level 3). The functions of the AHSC include teaching and learning, research, service and community engagement. WSU-Nelson Mandela Academic Hospital serves as the epicentre with other Provincial Hospitals, District Hospitals, Community Health Centres and Health Resource Centres being integral parts of the Teaching Platform.

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

## **TEACHING PLATFORM**

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

### **Provincial Hospitals**

Mthatha Hospital Complex

East London Hospital Complex

Port Elizabeth Hospital Complex

Provincial Psychiatric Hospitals

- Elizabeth Donkin Hospital in Port Elizabeth,
- Fort England in Grahamstown
- and Komani Hospital in Queenstown

### **District Hospitals**

All Saints Hospital

Bisho Hospital

Cala Hospital

Canzibe Hospital

Frontier Hospital

Glen Grey Hospital

Grey Hospital

Hewu Hospital Holy

Cross Hospital

Kokstad Hospital

Madwaleni Hospital

Madzikane kaZulu Hospital

Dr Malizo Mpehle Hospital

Mount Ayliff Hospital

Settlers Hospital

Sipetu Hospital

St Barnabas Hospital

St Elizabeth Hospital

St Patricks Hospital

Zitulele Hospital

**Community Health Centres**

Baziya Health Centre  
Mbekweni Health Centre  
Mhlakulo Health Centre  
Ngangelizwe Health Centre  
Stanford Terrace Clinic Qumbu  
Health Centre Mqanduli Health  
Centre

**Health Resource Centres**

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

**Other Teaching Facilities**

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

## **COMMUNITY ENGAGEMENT**

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

Furthermore, the Faculty has spear-headed the introduction of Intergrated Longitudinal Community Clerkship (ILCC) in the 5<sup>th</sup> year of MBChB degree. This initiative is strongly supported by the Department of Health. The primary aim being to provide patient centred community clinical clerkship programmed at the district hospitals, Health Centres and surrounding communities.

## RESEARCH

Faculty research is informed by essential national health priorities. The Faculty Research NICHE areas include Human Nutrition, Medicinal Plants, Chronic Diseases, HIV & AIDS, Health Systems and Medical Education. currently have flagship programmes in collaboration with the South African Medical Research Council, namely TB pericarditis project, MRC HVTN, HIV Vaccine Trials project, Research Development Programme, MRC/ NIH/ John Hopkins University Collaboration. NCD/HIV/Aesophageal Cancer/ Medicine Plants Project

## LINKAGES - NATIONAL AND INTERNATIONAL

(Learning & Teaching, Research and Community Engagement)

Linkage/Collaboration/Partnership	Focus Area	Contact / Department
1. Training for Health Equity Network (THEnet)	Social Accountability	Faculty of Health Sciences
2. University for Development Studies, Tamale, Ghana	Health Professions Education and Research	Faculty of Health Sciences
3. Inkosi Albert Luthuli Central Hospital, Durban Health Sciences	National Enteric, Respiration & Meningeal Surveillance	Haematopathology
4. University of Cape Town, Desmond Tutu Research Unit	HIV Vaccine Research	Faculty of Health Sciences
5. South African Medical Research Council, Strategic Health Innovations & Partnerships (SHIP)	Research Training & Capacity Building	Faculty of Health Sciences
6. Cape Peninsula University of Technology (CPUT)	Medical Technology	Chemical Pathology
7. Stellenbosch University, Stellenbosch	Postgraduate Education & Training	Faculty of Health Sciences
8. University of Cape Town	Postgraduate Education and Training	Faculty of Health Sciences
9. University of Newcastle, Australia	Health Professions Education and Research	Faculty of Health Sciences
10. Foundation for the Advancement of International Medical Education and Research (FAIMER)	Health Professions Education and Research	Faculty of Health Sciences
11. Southern African Regional (FAIMER) Institute (SAFRI)	Health Professions Education and Research	Faculty of Health Sciences
12. ITECH, University of Washington	Technical Support on Programmatic Training Activities and Clinical Mentoring	Eastern Cape Regional Training Centre (ECRTC)
13. JHPEGO	Training Information Database	ECRTC
14. Institute for Health Care Improvement (IHI)	Technical Support on Health Improvement	ECRTC
15. Lilitha College of Nursing Affiliation	Nursing Education	Nursing
16. The Valley Trust	Community Empowerment	Health Promotion
17. Boitekanelo College, Botswana	Teaching and Learning	Health Promotion
18. Northern Ontario School of Medicine (NOSM)	Health Professions Education	Faculty of Health Sciences
19. The Network	Health Professions Education	Faculty of Health Sciences
20. North West Department of Health	Training, research, technical support and Health Professions Education	Faculty of Health Sciences
21. Eastern Cape Department of Health	Service, training, technical support and Health Professions Education	Faculty of Health Sciences

**MTHATHA CAMPUS  
FACULTY OF HEALTH SCIENCES  
PROSPECTUS 2021**

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22. Phelophepha	Teaching and Primary Health Care	Department of Nursing
23. University of Cape Town & Broad Institute	Neurogap Project Genetics of Schizophrenia and Bipolar Disorder	Department of Psychiatry & Human Behavioural Sciences
24. University of Cape Town	SAX Project	Department of Psychiatry & Human Behavioural Sciences

## **STAFF - FACULTY OF HEALTH SCIENCES**

### **FACULTY OFFICE**

Dean	:	Professor AJ Mbokazi, MCFP(SA), FCFP(SA), MBChB (Natal) M Med (Fam Med) (Natal)
Secretary	:	Ms S Jafta, N Dip Office Management (WSU) LLB (WSU)
Academic Coordinators		
- Western Deanery	:	LR Smith, MBChB (UKZN), FCA(SA)
- Central Deanery	:	CL Lazarus, MBChB, FCS(SA), FRCS
- Eastern Deanery	:	GAB Buga, MBChB, MMed(O&G) (Makerere) PhD (Dublin)
- Faculty Officer	:	C Pillay; B Admin (WSU), BA Hons (WSU), MA (WSU)
Administrative Assistant	:	P Mayekiso

### **FINANCE OFFICE**

Business Manager	:	M Kutu, B Cur (IetA) (UFH), PG Dip in Public Health (UWC), Hons Soc Sc (UFH), Dip in Transformation Leadership (Rhodes), Advanced Health Mgmt Foundation Foundation for Prof Dev (Yale University)
Manager Comm Engagement & Research Development	:	Z Dlamini, BA (SW) (Unitra), B Hons Soc Sc (Clinical Psych) (WSU)
Manager Coordinated Health Information Service	:	S Mfeya, BA Education (Unitra), PGDLIS (Fort Hare)

### **ALBERTINA SISULU CENTRE FOR GLOBAL HEALTH AND RESEARCH**

Deputy Director	:	P Mda, BSc (Diet), PG Diet (Natal), MBChB (UCT), Dip HHIV Management (UCT), Cert Travel Medicine (Wits), MMed Family Med (WSU), PG Program Paediatric Nutrition (Boston)
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### **MEDICAL LIBRARY**

Librarian	:	EP Mavume, B Bibl (Unizulu), Hons Information Sc (Unitra), Diploma Public Relations (Intec), Knowledge Management Short Course (Unisa)
Assistant Librarian	:	M Somkoko, BA (Unitra), HDLIS (Unitra) Hons Information Science (Unitra)
Circulation Librarian	:	T Sonamzi, BA (Unitra), PGDLIS (Unitra)
Library Assistant	:	MST Ndzotyana
	:	N Nyoka

## **DEPARTMENT OF FAMILY MEDICINE AND RURAL HEALTH**

### **MTHATHA ACADEMIC HOSPITAL COMPLEX & HEALTH CENTRES**

Professor/Chief Specialist	:	
Head of Department	:	P Yogeswaran, MBBS (Peradeniva), M Fam Med (Unitra), MSc (Health Informatics), FCFP (SA)
Secretary	:	MC Manyenye ND Office Mngmt, PGCE & B Ed Hons) Curriculum Design & Development (WSU)
	:	
Associate Professor/Principal Specialist:	:	J Chandia, MBChB (MUK), DTM & H (Wits), DPH (Wits), DIPHC (London), M Prax Med (Medunsa), FCFP (SA) PhD (Stellenbosch)
Principal Specialist/Associate Professor	:	B Cawe, B Sc, MBChB, M Med (Fam Med) (Unitra)
Senior Specialist/Associate Professor	:	FJLB Mayanja, MBChB (Makerere), DTM&H, DPH, DHSM, M Fam Med (Wits), MBA (Stellenbosch), DPA,
Principal Specialist/Senior Lecturer	:	MB Khatri-Chhetry, Cert Gen, Med (Nepal), MBBS (China), Post Grad Acupuncture, Moxibustion and Massage & Qi Gong (China), M Fam Med (OFS), M Sc Health Informatics (Winchester, UK)
Senior Lecturer	:	E Velazquez Martinez MD(Cuba), Second Degree General Internal Medicine, First Degree Internal Medicine Mastership Medical Education, Mastership in Infectious Diseases
	:	M Nico-Garcia MD (Cuba), Second degree General Internal Medicine, Mastership Integral Attention to the Woman
	:	OA Adeleke, MBBS (Nig), FCFP (SA), MMed (WSU), M Phil (Stell), Dip Fam Med (Stell), Dip HIV (SA), DA (SA)
	:	R Kaswa , MBBS (India) FCFP (SA), Dip HIV Management (College of Medicine SA), MMed (College of Medicine SA), FCP (SA) Part-1 (College of Medicine), Advanced Certificate in Health Management Programme, (FPD/Yale University USA).
	:	HJ Hendriks, MBChB (Stell), MMed (Fam Med), DA (SA)
	:	JO Ofono, Med Management (Makerere), Higher Dip Medical Education (Makerere), Dip Clin Med & Comm Health (Mbalae School Clinical Officers)
Lecturer	:	A Kakia, MBChB (Uganda), Masters of Philosophy in Health Professionals Education (Stellenbosch)
	:	E Rosales Gonzalez, MD (Cuba), First Degree General Internal Medicine, First Degree Internal Medicine
	:	JC Garcia Alonso, MD Cuba, First Degree Family Medicine.
	:	A Khainza, Degree Health Service Management, Dip ENT Clinical Medicine, Dip Clinical Medicine & Community Health (Uganda), (Masters of Public Health) WSU
	:	N Pikini BA (Nursing), Dip Gen Nursing & Midwifery, Cert Audiometry & Spirometry

### **EAST LONDON COMPLEX**

Head of Department/ Senior Lecturer	:	TR Kharel, MBBS (IOM Kathmandu), Mfam.Med
Senior Lecturer	:	J Mugambe, MBBS, Mfam Med, DA (SA), Dip Obst
Senior Lecturer	:	OA Adeniyi MBBS (Nig), FCFP (SA) MMed (WSU) MPhil (Stel) Higher Dip in Sexual Health and HIV Medicine (SA), Dip in HIV Management (SA), Dip in Obst (SA), & PhD (UFH)

### **PORT ELIZABETH COMPLEX**

Head of Department/ Senior Lecturer	:	E Ajudua, MBBS(NAU), MMed Fam Med (Stell) Dip.Obst.(COG, SA)
Senior Lecturer	:	F Ajudua, MBBS(UNILAG), DA(SA), M Med Fam (Stell)
Senior Lecturer :	:	AA Alabi, MBBS (Univ of Ilorin), DIPEC (SA), DMH (SA), Dip HIV Man Part 1 (SA), FCEM (SA)FCFP (SA), MMed (Fam Med) WSU, MMed Sc (Anatomy) (Univ of KZN)
Administrative Assistant	:	NB Cenge, ND: Public Management & B Tech: Public Management (WSU) S Moshetsi, ND: Public Management & B Tech: Public Management (WSU) M Nongogo, ND: Public Management & B Tech: Public Management (WSU) S Mngqinya, ND: Human Resource Management, B Tech: Public Management & Honors: Bachelor of Administration (WSU) S Nkohla, Bachelor of Administration: Public Affairs (WSU)

## **DEPARTMENT OF HUMAN BIOLOGY**

Head of Department	:	Prof CR Sewani-Rusike, MBChB (Zim), PhD Physiology, (Michigan, USA)
Secretary	:	Ms NO Shibe, B-Tech Public Management (WSU)

### **MORPHOLOGICAL SCIENCES**

Professor	:	Vacant
Associate Professors	:	MA Gari, MD, Embryology (Havana)
	:	SL Abura, MBChB, M Med (O&G) (Makerere, Uganda)
Senior Lecturers	:	S Jimoh, B Sc Anatomy, M Sc Anatomy, PhD Anatomy
	:	Vacant
Lecturers	:	S Kamanzi, B Med Sc (Hons) (UDW), MSc (WITS)
	:	G Milanes-Rodriguez, MD, Anatomy (Santiago)
	:	O. Akpa, MBChB, M. Sc Anatomy
	:	MM Shauli, Dip Bio Med Sc (NUL), B Tech, MTech Bio Med Tech (NMMU)
Snr Med Lab Technologist	:	IN Kolosa, B Sc, HDE (Unitra), Nat Dip Med Tech (Pen Tech), B Ed (UNISA), MA (UZUL)
Lab Technician	:	MA Shopo



Lab Attendant : S Buswana

### **MEDICAL BIOCHEMISTRY**

#### **MEDICAL BIOCHEMISTRY**

Professor : Vacant

Senior Lecturers : Y Yako, MSc, PhD (Stellenbosch University)  
: HT Musarurwa, BSc, PhD (Stellenbosch University), Cert  
: HIV/AIDs  
: M Villar Valdes, MSc, MD

Lecturer : JT Joseph, B Sc, M Sc (Barathiyar University), PhD  
(WSU)  
: FA Ganjifrockwala, B Sc, M Sc, (MSU Baroda), PhD (WSU)  
: L. Macingwana, MSc, PhD (Stellenbosch Univesity)

Senior Lab Assistant : BM Gqaza, B Sc (Rhodes), B Sc (Hons) (WSU), MSc  
Biochemistry (WSU)

Research Assistant : TR Tshaka, ND Med (Pen Tech), B Tech (PE Tech), MBA  
(North West)

### **PHYSIOLOGY**

Professor : Vacant

Senior lecturer : AV Namugowa, BSc, Dip.ED (Makerere), Adv. Dip,  
Renewable Energy Sources (IIT Delhi), MSc (St Andrews  
UK), PhD (WSU)  
: M Gondwe, MSc, PhD (UKZN)  
: E Ndebia, MSc (Univ Yaounde I), PhD (WSU)  
: Vacant

Lecturers : DR Kamadyaapa, MSc, PhD (UKZN)  
: NE Ramoshaba, MSc (Limpopo)  
: 3x Vacant

Lab Assistants : Y Stofile, Nat Dip in Analytical Chem, BSc (Hons)  
Physiology (WSU)  
: M Yongeza, BSc (WSU), BSc Hons (UWC)

## **DEPARTMENT OF INTERNAL MEDICINE AND PHARMACOLOGY**

Associate Professor/Chief Specialist/  
Head of Department : T Dubula, BSc, MBChB (Unitra), FCP, Cert Rhuem (SA)  
MMed (UKZN)

Secretary : Ms Z Mbana (BSoc Sc) WSU (BA Hons) WSU (MA) WSU

Professor/Chief Specialist : Vacant

Professor/Chief Specialist : Vacant

Professor : CD Mwesingwa-Kayongo, MBCHB (MUK)  
MMed Int Med (Makerere), MSc Clin Microbiology  
(London)

**MTHATHA CAMPUS  
FACULTY OF HEALTH SCIENCES  
PROSPECTUS 2021**

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Professor	:	Vacant
Principal Specialist /Associate Professor	:	MB Thomas, MD (Padua), Specialist in Internal Medicine (Parma), Specialist in Nuclear Medicine (Padua)
Associate Professor/Principal Specialist	:	H Foyaca-Sibat, MD (Havana)
Principal Specialist/Associate Professor	:	MK Mashiyi, MBChB (Unitra), FCP (SA)
Principal Specialist/Senior Lecturer	:	KM Moeketsi, MBChB (UCT), FCP (SA), cert cardiology
Principal Specialist/Senior Lecturer	:	KM Thomas, MBBS (Ind), MD (Med), MD (Anaes), DA
Associate Professor/Principal Specialist	:	CO Ekpebegh, MBBS(Iba), FMCP (Nig), MSc (UCT)
Senior Lecturer/Subspecialist	:	KK Elmezughi MBBCH (Tripoli) Dip HIV Man (SA) (SA) ABHS (Int Med) MMed (UKZN) Cert Endocrinology (SA)
Lecturer/Specialist	:	L S Mtingi-Nkonzombi, MBChB (Unitra), FCP (SA) (Seconded to SAAVI)
Lecturer /Specialist	:	M Alshmandi, MBChB (UKZN), FCP (SA), cert GIT

**DERMATOLOGY**

Principal Specialist/Senior Lecturer/ Head of Division	:	A Mankahla, MBChB, FCDerm (SA)
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**PORT ELIZABETH COMPLEX**

Principal Specialist/Head of Department/ (Acting)	:	T Ellis, MBChB, MMed Int (SU)
Principal Specialist/ Senior Lecturer	:	Vacant
Seasonal Specialist	:	R Behari, MBChB, FCP(SA) FRCP (UK)
Head of ICU	:	E van der Merwe MBChB MMed Int,Cert of Critical care
Head Clinical Unit	:	G Wahl, MBChB, MMed (Neurol)
Head Clinical Unit	:	J Black, MBChB, FCP (SA), Cert Inf Diseases (SA)
Head Clinical Unit	:	R Freercks, MBChB, FCP (SA), Cert. Nephrology (SA)
Head Clinical Unit Specialist	:	E Gardiner, MBChB, FCP(SA)
	:	N Hechter MBChB,FCP(SA)
	:	J Ensor MBChB,FCP(SA),Cert Nephrology
	:	T Fodo, MBChB, Dip HIV Management (SA), FCP (SA)
	:	C Almira MD
	:	N Valdes MD
	:	E Ballester, MD Havana

**EAST LONDON COMPLEX**

Associate Professor/Head of Department	:	A Parish, MBChB (UCT), FCP(SA)
Associate Professor	:	Vacant
Senior Lecturer	:	A Gordon, MBChB, FCP (SA)
Senior Lecturer	:	R Mahlunge, MBBS, FCP (SA)
Lecturer	:	C Mason, FCP(SA)
Senior Lecturer	:	S Rossouw, FCP Nuerol (SA)
Lecturer	:	N Majova, FCP(SA)
Senior Lecturer	:	D Stead, MBChB,FCP (SA),DA(SA),Cert ID(SA), Dip Obst (SA)

**MTHATHA CAMPUS  
FACULTY OF HEALTH SCIENCES  
PROSPECTUS 2021**

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Lecturer : Vacant

**NUCLEAR MEDICINE**

Principal Specialist : Adams, MBChB, FC Nuclear Med

**RADIATION ONCOLOGY**

**EAST LONDON HOSPITAL COMPLEX**

Chief Specialist/Associate Professor : B Pokharel; FC RAD Onc (SA)

Senior Specialist/Senior Lecturer : V Reddi; DMRT (London), FFR RCS

**PORT ELIZABETH COMPLEX**

Senior Specialist/Lecturer

Head of Department : A Defreitas, MBChB, FCRadOncology

Specialist/Lecturer : O Magowan

**PHARMACOLOGY**

Professor : Vacant

Associate Professor : Vacant

Senior Lecturer :

Lecturer : N Katende, M Pharm Sc (Hav), HDE (Unitra),  
M Pham (UNW), M Sc (IPHC) (London), Ph D (NWU)

Lecturer : ME Binyane, BSc (UFS), BTech Project Management  
(CUT), Hons Pharm (UFS), Masters Gov and Pol (UFS),  
MMed Sc (UFS)

Laboratory Assistant : Vacant

**DEPARTMENT OF LABORATORY MEDICINE AND PATHOLOGY**

Head of Department : T Apalata, MD (Unikin), M.Med. Medical Microbiology (UKZN),  
PG Dip Clinical Research (Vanderbilt, USA), MBA (Mancosa),  
Ph.D. Medical Microbiology (UKZN)

Secretary : K Hermanus, LLB (WSU)

**ANATOMICAL PATHOLOGY, HISTOPATHOLOGY & CYTOLOGY**

Associate Professor/Principal Specialist : CM Mzileni, B Sc (Fort Hare), MBChB (Natal), Dip  
Forensic Med (SA), M Med Anat Path (Medunsa)

Associate Professor/Senior Specialist : M E Garcia-Jardon, MD, Second Degree Specialist in  
Anat Path (Havana), MSc Infectious Diseases  
(Havana), MPhil Health Sc Education (Stellenbosch)

Chief Technologist : Vacant

**CHEMICAL PATHOLOGY**

Professor/Chief Specialist	:	EV Blanco-Blanco, MD (Havana), Second Degree Specialist in Clinical Pathology (Havana), MSc Infectious Diseases (Havana), MPhil Health Sc Education (Stellenbosch)
Senior Lecturer/Senior Specialist	:	LS Masika, MBChB (Unitra), FCPATH Chem Path (UP)
Lecturer	:	ZK Gqweta, MSc Chem Path (WSU), Dip in Chem Path & Microbiology (KEM Hosp, Natal), B Tech in Biomedical Tech (CPUT)
Medical Technologist	:	M Mdoda, PG Dip Chem Path (WSU), NDMT Chem Path (Garankuwa Hosp), B Tech Biomedical Technology (Pen Tech), PG Dip Chem Path (Garankuwa Hosp)

**FORENSIC MEDICINE**

Associate Professor/ Principal Specialist	:	T Naidoo, MBChB (MEDUNSA), Dip For Med (SA), LLM MDL (UKZN), FC For Path (SA), Dip HIV Man (SA)
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**HAEMATOPATHOLOGY**

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

**MEDICAL MICROBIOLOGY, PARASITOLOGY AND VIROLOGY**

Professor/Chief Specialist	:	Vacant
Associate Professor/Principal Specialist	:	SD Vasaikar, MBBS, MD (Med Microbiology), Ph.D. Med Microbiology (WSU)
Senior Lecturer/Principal Specialist (UKZN),	:	T Apalata, MD (Unikin), M.Med. Medical Microbiology PG Dip Clinical Research (Vanderbilt, USA), MBA (Mancosa), Ph.D. Medical Microbiology (UKZN)
Senior Lecturer/Senior Specialist (Hon)	:	O Laguda-Akingba, MBBS (Lagos State University), BSc Medical Virology (UP), PG Dip HIV Management (UP), FC Path (SA) Virology, M.Med. Medical Virology (UP)
Senior Lecturer	:	DT Abaver, BSc Zoology (Jos), MSc Applied Parasitology and Medical Entomology (Ilorin), Ph.D. Parasitology (Abuja)

Senior Researcher	:	Z.A Mbulawa, BSc Botany and Microbiology (UFH), BSc Hons in Infectious Diseases and Immunology (UCT), Ph.D. in Virology (UCT)
Chief Medical Technologist	:	N Nxasana, NDip in Med Technology (Pen Tech), B Tech (PE Tech), MSc Med Microbiology (WSU)
Medical Technologist	:	SM Mvo, NDip in Med Technology (Pen Tech), B Tech (PE Tech)
		EN Nombekela, NDip in Med Technology
Senior Lab Assist	:	N Qotoyi, Dip in Med Technology (Pen Tech), B Tech Cape Tech) Post Grad Dip-HIV/Aids Management (SU)

## DEPARTMENT OF MEDICAL EDUCATION

Professor	:	Vacant
Secretary	:	

### INTEGRATED LONGITUDINAL COMMUNITY CLERKSHIP

Phase III Coordinator	:	A Dhaffala, MBChB, M Med (Makerere), FAS (EA), FCS
Co-ordinator	:	L Godlimpi, MBChB (Natal)
Lecturers/ Preceptors	:	M Kolosa, MBChB (Natal), PGDip Health Professional Education (UCT)
	:	S N Okafor, MBBS (Nigeria), MMed Fam Med (Stellenbosch)
	:	V Titi, ND Rad (PE Tech), HIV/AIDS Risk Mngmt (Intec College), MBChB (WSU), Advanced Health Mngmt (FPD/YALE Univ)
	:	S U Odunze, MBChB, Dip Obstet (SA), Post Grad Dip HIV/AIDS MNGT(Stellenbosch)
	:	AY Ishola, MBChB, (Nigeria), Intensive Medical English (Wits)
	:	L Gcememe, MBChB (Unitra)
	:	Nxiweni, BSc (Fort Hare), MBChB (Medunsa)
	:	Z Ndunge, MBChB (Unitra)
	:	NNdyalvan, BSc Unitra), HDE (Unitra), MBChB (Medunsa)
	:	PU Khondlo, BSc Honours (Unitra), MBChB (Medunsa)
	:	S Mkhize, MBChB (Unitra)
	:	TA Adedayo, MBBS (Ilorin Nigeria), Diploma Tropical Medicine & Hygiene (Pretoria), Post Grad Dip in Family Medicine (Stellenbosch)
	:	A O Adeleke, MBBS, MPhil in HIV/AIDS Management (Stellenbosch), FCFP (SA), Post Grad Dip. HIV/AIDS Management (Stellenbosch), Post Grad Diploma Fam Med (Stellenbosch), Diploma HIV/Management (SA)
	:	CF Okafor, MBBS(Nigeria), Dip.in HIV/AIDS Management (Stellenbosch)

**UNDERGRADUATE EDUCATION AND TRAINING UNIT**

Co-ordinator : AGA Konyana, B Com, HDE (Unitra)  
Senior Typist : NR Malusi

**POSTGRADUATE EDUCATION AND TRAINING UNIT**

Co-ordinator (Acting) : YMM Mveli, Dip Public Relations

**DEPARTMENT OF NURSING**

Head of Department (Acting) : RVN Sikuza M.Cur (Unitra); BA, B.Cur (Hons)(UNISA); RN; RM; RNEd; RNAd; R Mental Health (Natal); Ethos & Prof Pract (UNISA); Health Care Quality and Patient Safety Mini-Academy; Executive Leadership Programme in Healthcare (UAB)

Secretary : F Dyan, Dip. HR Mangmnt (EC Technikon), B.Tech Public Managmnt (WSU)

Senior Clerk/Typist : T Cewu, BA (Unitra)

**MIDWIFERY**

Lecturer : Vacant  
: BN Sitole; BA Cur (UNISA), B Cur Hons (UNISA), M Cur (WSU)  
NP Matanzima, B.Nursing (UCT); Postgrad Diploma in Midwifery and Neonatal Nursing Science (UCT); Postgrad Diploma in Nursing Education (Stellenbosch); Masters in (Nursing Stellenbosch).

Junior Lecturer : Vacant

**PSYCHIATRIC NURSING**

Lecturer : NP Qwaqwa BA Cur (UNISA); Postgrad Diploma in Psychiatry, Postgrad Diploma Critical Care (Stellenbosch), M Cur (WSU)

Junior Lecturer : Vacant

Junior Lecturer : N Spelman; BA Cur Hons, Dip. Nursing Education (UNISA)

**COMMUNITY HEALTH NURSING**

Lecturer : L V Dlwati PhD (UNISA); M.Cur (Unitra); BA Cur, B.Cur Hons (UNISA); Dip PHC (London); RPsychN (Natal); RN; RM; RNEd; RNAd;  
A N Madolo, PhD (NMU) MBA (MANCOSA); M.Cur (Progressive Ed for Health Prof) (Natal); B.Cur, B.Cur Hons (Unitra); RN; RM; RCHN; RNEd;;  
MM Mpini B.Cur (Education and Admin)

(WSU); RN (Comm; Psych; Mid;Gen) (TCN);  
M Cur (WSU)

### **MEDICAL & SURGICAL NURSING**

Lecturers

- : Mjekula, M.Cur (Unitra); MSc (Health Informatics) (Manchester, UK); PBDip Crit Care (Garankuwa) B.Cur & B.Cur Hons (UNISA); RNAd; RNEd; RN; RM, PhD (Unisa)
- : Twantwa M.Cur (Unitra); B.Cur Hons (Unitra); B.Cur(UNISA); RN; RM; RCHN; RPsychN; RNEd; RNAd
- : RVN Sikuza M.Cur (Unitra); BA, B.Cur (Hons)(UNISA); RN; RM; RNEd; RNAd; R Mental Health (Natal); Ethos & Prof Pract (UNISA); Health Care Quality and Patient Safety Mini-Academy; Executive Leadership Programme in Healthcare (UAB)
- : BM Sitole, PhD (WSU); M.Cur (Unitra); BA Cur, B.Cur Hons (UNISA); Dip. Health Service Mgt (UNISA); RN; RM; RNEd; RNAd; Dip Ophthal. Nurs; RPsychN

### **PROFESSIONAL STUDIES**

Senior Lecturer

- : Vacant

Lecturer

- : RVN Sikuza M.Cur (Unitra); BA, B.Cur (Hons)(UNISA); RN; RM; RNEd; RNAd; R Mental Health (Natal); Ethos & Prof Pract UNISA); Health Care Quality and Patient Safety Mini-Academy; Executive Leadership Programme in Healthcare (UAB)
- : A N Madolo, PhD (NMU) MBA (MANCOSA); M.Cur (Progressive Ed for Health Prof) (Natal); B.Cur, B.Cur Hons (Unitra); RN; RM; RCHN; RNEd;:

Junior Lecturer

- : Ms Spelman, B.Cur Hons, BA Cur (UNISA); RN; RM; RNEd; RNAd; RPsychN

<b>CLINICAL PRECEPTOR</b>	:	YO James B.A. (Psychology & education), RN, RM, REEd
	:	N Ndungane BCur, RNAd, RCHN: DIP Child nurs ROccup.Health, RN, RM
	:	PPK Chabula Dip, theater Tech, RN, RM
	:	CZ Dingana Dio Alt Medicine, RCHN, RNAd, RN, RM, R PsychN
	:	BK Mxonywa Dip Health Sc & Homeopathy, RN, RM, RCHN, RPsych
	:	NR P antshwa Dip HealthSc & Homeopathy, RN, RM, RPsychN
	:	RN Finca RN, RM, RCHN
	:	NB Tutshana B Cur, RNAd, RCHN, RN, RM
	:	NY Mabai BCur, RNEd, RNAd, RN, RM
	:	BH Majeke BCur, RNAd, RN RM, Adv Dip Forensic Nursing NV Hlulani B Cur Hons, BCur, RNAd, RNEd, RN, RM, RCHN, RPsychN
	:	GN Yekani MHealth & Welfare, B Cur Hons, B Cur, RN, RM, RCCHN, RNEd
	:	JS Gwiji RM, Adv.Mid Neo Nurs, RCHN, RNAD, EN, Cert Nurs Documentation & Record Keeping, Cert HIV/Aids Integrated Course, Cert ARV Counselling, Cert Neo Resuscitation
Admin Officer	:	Vacant

## **DEPARTMENT OF OBSTETRICS AND GYNAECOLOGY**

Associate Professor/Head of Department	:	ML Mdaka, BSc, MBChB, MMed (Medunsa)
Secretary	:	Ms M Mfenguza, Diploma Human Resources Management (WSU)
Secretary	:	Ms L Lutotswana, Bsc Health Promotion,(WSU)

### **MTHATHA COMPLEX**

Professor	:	GAB Buga, MBChB, MMed (O&G) (Makerere), PhD (Dublin)
Senior Lecturer/Principal Specialist	:	CNE Mkocho, MBChB, MMed (Dar), MD (Dar)
Senior Lecturer/Senior Specialist	:	CB Businge, MBChB, MMed (Makerere)
Principal Specialist/Senior Lecturer	:	
Senior Lecturers	:	H Ndobo, MBChB, FCOG (SA)
	:	S Gonya, MBChB, FCOG (SA), MMed (WSU)
	:	V Mpumlwana, MBChB, FCOG (SA), MMed(WSU)
	:	M Mdonolo, MBChB, FCOG (SA), MMed (UKZN)
	:	XB Mbongozi, MBChB, FCOG (SA), MMed (WSU)
	:	N Gubu-Ntaba, MBChB, FCOG (SA), MMed (WSU)
	:	N Mphantsi, MBChB, FCOG(SA)
	:	N Giyose, MBChB, FCOG (SA), MMed (UCT) Cert in Gynaecological Oncology
	:	C Makrexeni, MBChB, FCOG (SA)



: A Kama, MBChB, FCOG (SA)

**EAST LONDON COMPLEX**

Chief Specialist/Associate Professor : Vacant

Acting Head of Department & Senior Lecturer : K Middleton, FCOG (SA)

Senior Specialist/Lecturer : B Majeke, FCOG (SA)

Senior Specialist/Lecturer : B Mgudlwa, FCOG (SA)

Senior Specialist/Lecturer : N Mkontwana-Ngxola, FCOG (SA)

Senior Specialist/Lecturer : S Gonya, MBChB, FCOG (SA)

Senior Specialist/ Lecturer : M Feketshane MBChB, FCOG (SA), Cert in Gynaecological Oncology (SA)

**PORT ELIZABETH COMPLEX**

Associate Professor/Head of Department : MS Mabenge, B Sc (UWC), MBChB (Medunsa), Dip Obst (SA), Dip Labour Law (NMMU), MA (Health & Welfare Management (NMMU), MMed O&G (Pretoria), FCOG(SA), Cert in Gynaecological Oncology (SA)

Senior Lecturer : P Gaul-Faasen, MD (Germany)

Lecturer : Q Bignaut, B Pharm (NMMU), MBChB (WSU), Dip Obst (SA), FCOG (SA)

: LC Mlambo, MBChB (Natal), Dip Obst (SA), FCOG (SA)

: ML Magaga, MBChb, FCOG (SA)

: M Qobo, MBChB, FCOG (SA)

: L Matolengwe, MBChB, FCOG (SA)

: L Tangayi, MBChb, FCOG (SA)

: NN Lalendle, MBChB, Dip Obst (SA)

**DEPARTMENT OF PAEDIATRICS AND CHILD HEALTH**

Professor/ Chief Specialist : Vacant

Secretary : TO Sigodi

**MTHATHA COMPLEX**

Professor/ Chief Specialist : Vacant

Secretary : Vacant

**MTHATHA COMPLEX**

Chief Specialist/Associate Professor : ZM Makrezeni, MB ChB (WSU), FCP, Cert Paeds  
General Paediatrics (Natal) Principal Specialist/Associate Professor/Acting Head

Head of Clinical Unit/ Associate Professor Gen : V Karaire-Mushabe, MB ChB, M Med (Makarere)

Principal Specialist/Associate Professor Gen : Vacant

**MTHATHA CAMPUS  
FACULTY OF HEALTH SCIENCES  
PROSPECTUS 2021**

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Head of Clinical Unit/ Associate Prof Neonatology	:	MM Mayer, MB ChB(WSU), FCP (SA), Cert Paeds Neonatology
Head of Clinical Unit/ Associate Prof, Neurology:	:	T Quvile, MB ChB (WSU) FCPC (SA), Cert Paeds Neurology
Senior Lecturer Paeds Neurology	:	T Quvile, MB ChB (WSU) FCPC (SA), Cert Paeds Neurology
Head of Clinical Unit/ Associate Prof. Cardiology:	:	ZM Makrexeni, MB ChB (WSU), FCP, Cert Paeds
Senior Lecturer Paeds Cardiology	:	ZM Makrexeni, MB ChB (WSU), FCP, Cert Paeds Cardiology
Head of Clinical Unit/ Associate Prof (ID)	:	Vacant
Senior Lecturer in Paeds Infectious Diseases	:	B Makongwana, MB ChB (UNITRA), FCP, Cert Paeds I D
Lecturers/ Specialists	:	L Bobotyana, MB ChB (WSU) FCP Paeds (SA) N Sotobe-Mbana, MB ChB (WSU), FCP, M Med Paeds (WSU) N Mafongosi, MB ChB (WSU), FCP (SA)

**EAST LONDON COMPLEX**

**FRERE HOSPITAL**

Head of Clinical Unit (HOCU)/ Acting Head of Department	:	K Harper, MBChB (UCT), DCH (SA), FCPaed (SA) Neonatology
Head of Clinical Unit/Associate Professor	:	G Boon, MBChB (UCT), DCH (SA), FCP (SA) Di HIV (SA), General & (ICU)
Head of Clinical Unit	:	M Levy, MBChB (UCT), FCPaed (SA), LMCC (Canada), General (Cardiology & Endocrine)
Head of Clinical Unit	:	H Lochan, MBChB (UCT), DCH (SA), FCP (SA), Cert Paed. ID. MPhil (Paediatric Infectious Diseases)
Head of Clinical Unit	:	I Michaelis, Staatsexamen (Germany), Paediatric Neurology
Head of Clinical Unit	:	K Thomas, MBChB (UCT), DCH (SA), FCPaed (SA), M Med (UCT), Cert Paed Onc (SA), MPhil Paed Onc (UCT), Sub Specialist (Onc)
Head of Clinical Unit	:	B Van Emmenes, MBChB (UCT), DCH (SA), FCPaed (SA). General (Onc)

**CECILIA MAKIWANE REGIONAL HOSPITAL**

Head of Department/Associate Professor	:	D n Russian, MBChB, FCP (SA), Cert Paed, Nephrologist
Senior Specialist	:	D Awotedu, MBChB (Unitra), FCP (SA), Dip Allergology (SA) Gen Paed & Allergy
Senior Specialist	:	F Goosen, MBChB (UCT), DCH (SA), FCP (SA) Gen Paeds Cardiology
Head of Clinical Unit/ Senior Lecturer	:	P Nongena, MBChB, FCP (SA), PhD (Neonatologist)
Specialist Paediatrician part-time	:	R Makomba
Specialist Paediatrician part-time	:	L Keet

**PORT ELIZABETH**

PORT ELIZABETH

Chief Specialist/Head of Clinical Department :	S Mda, MB ChB (Natal), M Med Paeds. (Medunsa), PhD (Wageningen, The Netherlands)
Head of Clinical Unit/ Senior Lecturer :	CA Mackay, MB ChB (Wits), FCP (SA), M Med Paeds (Wits), Cert Neonatology (SA)
Head of Clinical Unit/ Senior Lecturer :	S Mahmud-Yakoob, MB ChB (UCT), FCP (SA)
Head of Clinical Unit/ Senior Lecturer ;	F Khan, MB ChB (UCT), FCP (SA)
Senior Specialist/Senior Lecturer :	J Vermeulen, MB ChB, FCP (SA), Cert. Paed Oncology (SA)
Senior Specialist/Senior Lecturer :	A Greyling, MB ChB (Pretoria), FCP (SA), MRCPCH (UK), Cert. Paed Cardiology (SA)
Senior Specialist/Senior Lecturer :	N Zozi, MB ChB (UCT), FCP (SA), Cert. Paeds Critical Care (SA)
Senior Specialist/Senior Lecturer :	MF Nxele, MB ChB (Natal) FCP (SA), Cert Paeds Cardiology (SA)
Senior Specialist/Senior Lecturer :	NP Makubalo, MB ChB (UCT) FCP (SA), Dip HIV Man (SA), PG Dip Comm Paeds (UCT), District Paediatrician Nelson
Mandela Bay Senior Specialist/Senior Lecturer :	E Mathews, MB ChB (Pretori), FCP (SA), Cert Paeds Oncology (SA)
Senior Specialist/Senior Lecturer :	S Maharaj, MBChB (Unitra), FCPaed (SA)
Specialist/Senior Lecturer :	S Jiyana, MB ChB (WSU), FCP (SA)
Specialist/Senior Lecturer :	JS Smit, MB ChB (Pretoria), FCP (SA), M Med in Paeds (WSU)
Specialist/Senior Lecturer :	BC Chauke-Makamba, MB ChB (Unitra), FCP (SA), M Med in Paeds (Pretoria)

**DEPARTMENT OF PSYCHIATRY AND HUMAN BEHAVIOURAL SCIENCES**

Chief Specialist/ Head of Department :	Z Zingela, MBChB (UND), FC Psych (SA), MMed Psych
Secretary :	A Roji - Btech: Journalism (WSU)
Head of Clinical Unit/ Associate Professor :	S Van Wyk, MBChB (Pretoria), DMH, MMed Psych (Pretoria), FC Psych (SA)

**EAST LONDON COMPLEX**

Lecturer :	N S Puzi, M Med Psych (UFS)
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**PORT ELIZABETH COMPLEX**

Principal Specialist/Associate Professor :	S Grobler, MBChB (Pret), DOH (Pret), MMed (Psych)(UFS), FC Psych (SA), PhD (Pretoria)
Lecturer :	A Bronkhorst, FC Psych (SA), MMed Psych

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Lecturer : L Scholtz, MBChB (UFS), DMH(SA), FCPsych(SA),  
MMEdPSych (WSU) MBChB, FCPsych (SA)

**GRAHAMSTOWN**

Specialist/Lecturer : T Sutherland, MMed Psych (Wits)

Lecturer : J Kruger, MBChB, FCPsych (SA)

**QUEENSTOWN**

Head of Clinical Unit/Lecturer : T Seshoka, MMed Psych (UFS)

**MTHATHA**

Specialist/Lecturer : L Magula, MBChB (WSU), DMH(SA),  
PcPsych (SA), MMedPsych (Stell)

Specialist/Lecturer : Y Thungana, MBChB (UKZN), DMH (SA), FC Psych (SA),  
MMed Psych (WSU)

Specialist/Lecturer : O Nkushubana, MBChB (Medunsa), DMH (CMSA), FC  
Psych (CMSA)

## DEPARTMENT OF PUBLIC HEALTH

Head of Department/ Associate Professor : FLM Hyera, Dipl. Clinical Associate (Mza), MD (Dar), DO&G  
(Vienna), DTM&H (UP), Adv. Health Mgt (UP) DOHM (UP),  
MSc Com Health (UP), MMed Com Health (UP), Fellow  
College of Public Health Medicine of SA FCPHM (SA)

Secretary : N Mbilase ND: Office Management and Technology

Professor : Vacant

Associate Professor : Vacant

Senior Lecturer : Dr O Oladimeji MBBS (Ibadan), MSc (Ibadan),  
MPA(Lautech), FRSPH (UK), PhD (UKZN),  
FASI ,Post doc (Harvard)

: Vacant

: Vacant

Lecturers : GA Pulido, MD (Villa Clara), Specialist 1st Degree

Biostatistics

: N O Fipaza, B Sc Speech and Lang Path & Therapeutics  
(UCE), PG Diploma (Health Ed & Prom), PG Dip Internat  
Prim Health Care, M Sc (Health Prom) (Leeds)

: MP Thipanyane, Dip Nursing (Edendale), Dip Midwifery  
(Mc Cord's), Dip Clinical Nurs Health Assessment,  
Treatment & Care (Baragwanath), B Cur (Unitra), B  
Cur Hons (Unitra), MPH (UWC)

: S C Nomatshila, BSc Health Promotion (WSU), Post Grad  
Dip Health Promotion (WSU), MSc Health Promotion  
(WSU)

: Ms L Tyeshani BSc Hons Information mngt, MPH

	:	Vacant
Junior Lecturer	:	T Zini, B Sc, PG Diploma (Health Promotion) (WSU)
Administrative Assistant	:	Z Ncane BSc In Health Promotion (WSU), Post Grad Dip Health Promotion (WSU), Cert in HIV/AIDS (WSU) HIV Rapid Finger Pricking Testing Certificate (Life Line) HIV Counselling Certificate (WSU), Computer Literacy Certificate: (KZN)

## **DEPARTMENT OF REHABILITATION MEDICINE**

### **MEDICAL ORTHOTICS AND PROSTHETICS**

Programme Coordinator	:	HBR Amolo, CPO-D (Dortmund); MOM (Dortmund)
Secretary	:	Yako Y, BSc Health Promotion (WSU)
Lecturer	:	N Ludada, BSc O&P (Moshi), MSc Clinical Rehab (Adelaide)
Associate Lecturer	:	L Mduzana, BSc O&P (Moshi), MSc Rehab (UCT)
	:	P Wamono, BSc Eng (Makerere), MSc SEE (Stockholm)

## **DEPARTMENT OF SURGERY**

Principal Specialist/Senior Lecturer/ Head of Department	:	A Dhaffala, MBChB, M Med (Makerere), FAS (EA), FCS
Secretary	:	Ms L Sikuza, B Soc Sc (WSU), BCom Hons (WSU)

### **ANAESTHESIOLOGY**

#### **MTHATHA COMPLEX**

Chief Specialist	:	B Mrara, MBBCh (Wits), FCA (SA), DA (SA), Cert. critical Care (SA)
Senior Lecturer	:	D Eghan, MBChB, DA (London), MD (Charles University)
Principal specialist	:	MB Thomas, MD Specialisation in Anaesthesia (Milan)
Principal specialist	:	M Salah, Specialist in Anaesthesiology & Intensive Care (Santa)
Lecturer	:	CP Shrivastava, MBBS (Calcutta), DA (Dhaka), MCPS (Dhaka)
Lecturer	:	A Vargese, MBBS, DA (SA)

#### **EAST LONDON COMPLEX**

Principal Specialist/Associate Professor Head of Department	:	D Morell, MBChB, FFA (SA)
Principal Specialist/ Senior Lecturer	:	A Bhat, MBBS, DA, MD
Principal Specialist/ Senior Lecturer	:	M Coltman, MBChB, FCA (SA)
Principal Specialist/Senior Lecturer	:	A Ritcher, MMed (Anaes)

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Senior Lecturer	:	P Diyelela-Ndwanwa, FCA(SA) D.O&G(SA)
	:	S Poultney, MBChB, FCA(SA)
Specialist/Lecturer	:	C Curran, FCA (SA)

**PORT ELIZABETH COMPLEX**

Head of Department/ Senior Lecturer	:	P Alexandris, MBChB, DA (SA) FCS (SA)
Head of Department/Associate Professor	:	E Van der Merwe, MBChB, MMed (Int), Cert Critical Care (SA)
Principal Specialist/ Associate professor	:	LR Smith, MBChB (UKZN), FCA (SA)
Principal Specialist/ Senior Lecturer	:	T Mabusela, MBChB, DA (SA), FCA (SA)
	:	DE Schmidt, MBChB, DA (SA) FCA (SA)
	:	S Venter, MBChB, DA (SA), FCA(SA), Dip O&G(SA)
Principal Specialist/Head of Department	:	A Van der Byl, MBChB, DA, FCA (SA)
Senior Specialist	:	C Basson, MBChB, DA (SA), FCA (SA)
Senior Specialist	:	T Serdyn, MBChB, DA, FCA
Specialist/Lecturer	:	D Baker, MBChB, FRCP (SA)

**CARDIO-THORACIC SURGERY**

**MTHATHA COMPLEX**

Professor/Chief Specialist	:	Vacant
Senior Lecturer	:	Vacant

**PORT ELIZABETH**

Principal Specialist	:	M Jansen, MBChB, MMed, FC Cardio-Thoracic Surgery
Principal Specialist/Senior Lecturer	:	G Mphahlele, MBChB, FCCardio-Thoracic Surgery
Principal Specialist/Lecturer	:	H Munir, MBBES, MMed (UOFS)

**DERMATOLOGY**

**EAST LONDON COMPLEX**

Head of Department/Senior Lecturer	:	L La Grange, M Med Derm
Lecturer	:	Z Limba, MMed Derm

**PORT ELIZABETH COMPLEX**

Head of Department/Senior Lecturer	:	B Magigaba, MBChB, FC Dermatology (SA)
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**GENERAL SURGERY**

**MTHATHA COMPLEX**

Professor/Chief Specialist	:	Vacant
Associate Professor/Principal Specialist/ Phase III Clinical Coordinator	:	S Molaoa, MBChB (Natal) FCS (SA)
Senior Lecturer/Senior Specialist	:	HJC Kingu, MD, M Med (Surgery) (Dar-es)
	:	Delgado-Delgado, MD Specialisation in Surgery

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	:	Toledo, MD Specialisation in Surgery
	:	N Lusawana, MBChB (Unitra), FCS (Urology)
Senior Lecturer/ Principal Specialist	:	Vacant
	:	P Ncapai, MBChB (WSU), FCS (SA)
	:	L Mtimba, MBChB (WSU), FCS (SA)

**EAST LONDON COMPLEX**

Chief Specialist/Head Clinical Department/ Associate Professor	:	W M Matshoba, MBChB, FCS (SA)
HCU/Senior Lecturer	:	R Jayakrishnan, FCS(SA)
	:	A McCausland, FCS (SA)
Lecturer	:	S Pandey, MBBS, MS (Surgery)
	:	D Brown, MBChB, Higher Diploma Surgery (SA)
	:	E Simpson, MBBS, FCS (SA)
	:	P Bhattarai, FCS (SA)
	:	R Reddy, FCS (SA)
	:	L Leon, FCS (SA)
	:	S Santhia, FCS (SA)

**PORT ELIZABETH COMPLEX**

Principal Specialist/Senior Lecturer	:	R Vogel, MBChB, FCS
Principal Specialist/Associate Professor	:	SS Pillay, LLM RC (IREL) LLM RC (IREL), MBChB, NU (IREL), RCS (SA)
Principal Specialist/Senior Lecturer	:	G R Manoharan, MBBS, DHMS, FRCS (GLASG)
	:	D Mbete, MBChB, FCS (SA)
Principal Specialist/ Senior Lecturer	:	B Ocharo, MBChB, FCS (SA)
Principal Specialist	:	Manoharan, MBBS
Principal Specialist	:	E Honiball, MBChB, MMed, FCS, Cert Vascular Surgery
MO/Lecturer	:	A Amin, MBBES, FRCS, Dip.Surgery
Specialist/Lecturer	:	Nongogo, MBChB, FCS (SA)

**OPHTHALMOLOGY**

**MTHATHA COMPLEX**

Professor/Chief Specialist	:	Vacant
Senior Lecturer/Senior Specialist	:	M C Salazar-Campos, MD (Havana), Second Degree Specialist in Ophthalmology (Havana), MSc in TNM (Hav)
Principal Specialist/Associate Professor	:	A. Yako, MBChB (WSU); FCOphth (SA); MMed Ophth (UFS)
	:	Dr P Mkabile: FCOphth (SA); MMedOPHTH (UFS)

**EAST LONDON COMPLEX**

Principal Specialist/ Associate Professor	:	Dr S Mbelwa: MMEDOphth (UFS) FCSOphth (SA)
Principal Specialist/Senior Lecturer	:	A Thompson: B.Sc.; MBChB; MPhil (UCT); FCOphth
Specialist/Lecturer	:	A Boliter, MBChB (UCT); DO (SA); FCOphth (SA)
Specialist/Lecturer	:	S. Cook MBChB (Wits); FCOphth (SA)

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**PORT ELIZABETH COMPLEX**

Principal Specialist/ Senior Lecturer	:	D Louw, MBChB (Stellenbosch), FCS Opthal (SA), MMed Dip Opthal
Specialist/Senior Lecturer	:	
Specialist/Senior Lecturer	:	
Specialist/Senior Lecturer	:	B.N. Mbambisa, MBBCh (Wits), DA (SA), FC Opth (SA), MMed (Wits)
Specialist/Senior Lecturer	:	N.R.C. Nozozo, MBChB (WSU), FC Opth (SA)
Specialist/Lecturer	:	

**ORTHOPAEDICS**

**MTHATHA COMPLEX**

Professor/Chief Specialist	:	Dr Nxweni FCOrth (SA)
Senior Lecturer/Senior Specialist	:	LO Anozie, MBBS(Lag), FWACS
Principal Specialist/Senior Lecturer	:	

**EAST LONDON COMPLEX**

Chief Specialist/Associate Professor	:	N Gibson, FCOrth (SA)
Senior Specialist/Senior Lecturer	:	K Daniel, FC Orth (SA)
	:	A Khaschula, FC Orth (SA)
CMO/Lecturer	:	K Wait, MBChB
	:	P Sanchez, FC Orth (SA)
	:	D Allie, FC Orth (SA)

**PORT ELIZABETH**

Principal Specialist	:	D Thomas, MBChB, FCOrtho (SA) MBA
Principal Specialist	:	B Garatt, MBChB, FCOrtho (SA)
HCU	:	T Bam, MBChB, FC Ortho (SA)
Specialist/Lecturer	:	WJ Van Zyl, MBChB, FC Ortho (SA)
Specialist/Lecturer	:	B Theunissen, MBChB, FC Ortho (SA)
Principal Specialist/Senior Lecture	:	Odendaal, MBChB, MMed Ortho (SA)
Specialist/Lecturer	:	P Gonzalez
Specialist	:	J Niazi, MBBS, FCOrtho

**OTORHINOLARYNGOLOGY**

Professor/Chief Specialist	:	CL Myataza, MBChB (Natal), MMed (L et O) (Medunsa)
Secretary	:	Miss AW Mxi, ND, BA
Principal Specialist/Senior Lecturer	:	

**EAST LONDON COMPLEX**

Principal Specialist/Senior Lecturer	:	
Head of Department	:	I Gardiner, MBChB, FCS (SA) ORL
Senior Lecturer	:	C Favara, LMC (Italy), MD, FCS (SA) ORL
Senior Lecturer	:	V Galvano, LMC (Catania)
Senior Specialist- Part Time	:	J James, FCS (SA) ORL



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Chief Medical officer/Lecturer : G Gyawali, MBChB, DLO  
: S Pandey, FCS (SA), FCORL

**PORT ELIZABETH COMPLEX**

Principal Specialist/Professor : B Singh, BSc, MBChB, MMed (ORL) Natal

**EAST LONDON COMPLEX**

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

**RADIOLOGY**

Associate Professor/Principal Specialist : Vacant  
Senior Lecturer : AFK Namugenyi, M Med Radiology (Makerere)  
: Vacant  
Principal Specialist/Senior Lecturer : MI Anwary, MBBS (Mysore), M Med Diagnostic  
Radiology (Nairobi)

**EAST LONDON HOSPITAL COMPLEX**

Part Time Lecturer : S Vedajallam FC Radio (SA)

**PORT ELIZABETH HOSPITAL COMPLEX**

Principal Specialist : Mapukata, MBChB, M.Med, FC Radiology  
Specialist : S Murphy, MBChB, FC Radiology

**NEUROSURGERY**

**EAST LONDON COMPLEX**

Head of Department/Senior Lecturer : A Makangee, FC Neurosurge (SA)  
Senior Lecturer : D Mutyaba, FC Neurosurge (SA)

**PORT ELIZABETH HOSPITAL COMPLEX**

Principal Specialist/Head of Department :  
Senior Lecturer : Wopula, MBChB, FC Neurosurg (SA)

**PLASTIC SURGERY**

Principal Specialist/Senior Lecturer : C Van Der Walt, MBChB, MMed (US), FC Plastic &  
Reconstruction (SA)

**UROLOGY**

**EAST LONDON**

Head of Department/Senior Lecturer : K Kesner, FC Urol (SA)  
Administrative Assistant : Ms L Mrara, BCom (Economics) Rhodes University  
MBA ( Nelson Mandela Business School)  
PGDip Development Finance (Stellenbosch Business School)  
DBA in progress (Nelson Mandela Business School)

## **PROSPECTIVE STUDENTS: USEFUL INFORMATION**

### **NEW APPLICATIONS**

Application for Health Science Students are ONLINE from March of each year. To obtain further information the Admissions and Registration Office Walter Sisulu University

1. Closing date for submission of completed forms:

MBChB	-	30 September
Bachelor of Nursing	-	30 September
B Sc in Health Promotion	-	30 September
B Sc in Medical Sciences	-	30 September
Bachelor of Medical Clinical Practice	-	30 September
Bachelor of Health Sciences in Medical Orthotics and Prosthetics	-	30 September

### **SELECTION PROCEDURE**

#### **Short listing**

A selected number of candidates will be short listed and recommendations for the final selection for admission will be referred to the Faculty Admission Committee.

#### **Final selection for admission**

The Admission point scores will be used for final selection for admission. The decision of the Faculty Admissions Committee will be final.

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

### **FEES**

Refer to the Walter Sisulu University General Prospectus

### **FINANCIAL ASSISTANCE**

#### **Bursaries**

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

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

### **Loan Schemes**

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

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

## **VISITING MEDICAL STUDENTS**

The Faculty accepts visiting undergraduate medical students from other health sciences faculties who are in their semi-final or final clinical year of study only. Visiting students will take part in clinical clerkship along with WSU medical students. Such students will still be registered by the Faculty with HPCSA and such visits still take place under WSU's auspices.

Research Students in non-clinical departments are not allowed to work with patients and will not be registered with the HPCSA.

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

### **Study Visas**

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

### **Accommodation**

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

## **REGULATIONS FOR REGISTERED STUDENTS**

### **REGISTRATION**

#### **1. Registration with the University**

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

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

#### **2. Registration of Undergraduate Students with Relevant Professional Bodies**

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

### **Medical Finalist Students**

At the beginning of the final year of study, the student shall register as a Student Intern with the Health Professions Council of South Africa (HPCSA).

On completion of the MBChB degree, the student shall be required to register with HPCSA as Intern in Medicine.

On completion of Bachelor of Medicine in Clinical Practice degree, the student shall be required to register with HPCSA as a Clinical Associate.

This registration should be processed immediately after the Oath-taking Ceremony **before** the student leaves the University – to enable completion and signing of registration forms by all parties concerned.

### **Nursing students**

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

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

### **HEPATITIS B VACCINATION**

It is compulsory for all Faculty of Health Sciences undergraduate students to have received a full course of Hepatitis B immunization by the end of March of their first year of study. Students must submit written proof of full course vaccination for hepatitis B, to respective departmental secretaries, before the first semester examinations. Failure to comply will result in the student not being allowed to attend those courses/ modules that require clinical exposure. The vaccination can be obtained from a health centre or a general practitioner.

### **FINANCIAL AID**

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

### **PROOF OF REGISTRATION**

Refer to General University Prospectus

### **STUDENT IDENTIFICATION CARDS**

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

### **GUIDANCE AND COUNSELLING**

#### **Introduction**

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

The Unit provides services in the following broad spheres:

#### **Personal and group Counselling**

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

### **Academic Support**

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

### **Career Planning**

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

### **Life skills**

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

### **ORIENTATION**

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

### **Orientation Programme**

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

Student input on problem-based learning (PBL) and community-based education (CBE) Input from first year coordinators

Input from staff on first year curriculum Study skills and resources  
Time Management

Stress Management Adjustment to university life Sexual harassment at WSU HIV/AIDS at WSU

Library Services

Residence rules and regulations SRC

HESSCO

Rural Support Network Tour of Campus

Entertainments in the evening at the residences Introducing mentors to mentees

### **MENTORING**

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

### **Mentor Selection and Training**

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

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

#### **Mentor/Mentee Allocations**

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

#### **Mentoring Evaluation**

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

#### **OATH-TAKING**

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

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

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

## **GENERAL INFORMATION**

#### **STUDENT LIFE**

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

#### **COMPUTING IN THE FACULTY OF HEALTH SCIENCES**

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

#### **Computer-assisted Learning in the Curriculum**

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

Attendance of these sessions is compulsory.

#### **Facilities**

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

#### **Use of the Computer Laboratories**

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

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

### **Rules of the Computer Laboratories**

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

Eating and drinking are prohibited in the laboratories.

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

### **Hours:**

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

### **ACCOMMODATION**

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

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

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

### **STUDENT SOCIETIES**

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

#### **Health Science Students Council (HESSCO)**

HESSCO is one of academic societies at WSU, representing Faculty of Health Sciences students in general.

It is the supreme and mother body of all societies within the Faculty, under the umbrella of the Students' Representative Council (SRC).

It represents students in Faculty Boards, All Students' Faculty Council on National and international issues. HESSCO is an affiliate of South African Medical Students' Association (SAMSA), South African Students' Nurses Organisation (SASNO) and National Organisation for Health Promotion.

To become a member of HESSCO you pay a subscription fee which is paid during registration and the amount is determined by the HESSCO-AGM.

Every student has the right to be elected into HESSCO Executive.

#### **Health Science Alumni Association (HSAA)**

HSAA is an organisation formed by the finalists, graduates from the faculty i.e doctors, nurses and Other health professions. They promote welfare and faculty and the University in general.

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

**TRANSPORT**

The Faculty provides transport service from the University to places of learning at scheduled times.

Students are expected to strictly conform to scheduled times without exception. Transportation of students from the University to Mthatha General Hospital is a privilege and not a right.



## **PROFESSIONAL CODE OF CONDUCT**

### **DRESS CODE**

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

Students should note the following:

- All medical students are expected to wear a clean white coat or white safari top,
- All nursing students shall wear the prescribed uniform when going to clinical areas:
- Navy pants/skirt and a white top with a navy stripe on the collar
- White nurses uniforms
- Black/navy shoes
- Ladies to wear nylon stockings
- Navy jersey to be worn on cold days.

All students in health promotion be smart and tidy and shall wear the white coat for community activities. Wearing of theatre clothing especially soiled clothing, outside the areas where such clothing is normally worn, is unacceptable.

The following items are NOT appropriate for students to wear when on duty:

- casual sandals and takkies
- ragged trousers and jeans
- short pant
- revealing or see-through blouses
- track suits
- other unsuitable attires

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

### **BEHAVIOUR**

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

### **DISCIPLINARY PROCEDURES**

Students should adhere to all the rules and regulations as stipulated in the University Prospectus. Violation of these rules, such as assault, sexual harassment, racial discrimination, theft, noise at residences and infringement of examination rules may lead to the exclusion or the suspension of a student. Drug and alcohol abuse are regarded as inappropriate for future graduates in this Faculty and may also lead to the suspension or expulsion of a student. For this reason, drugs and alcohol are strictly forbidden at residences that are purely assigned for students in this Faculty. The Faculty has a disciplinary policy document.

## **HEALTH SCIENCES RESOURCE CENTRE (HSRC) – MEDICAL LIBRARY**

### **GENERAL GUIDE TO WSU HEALTH INFORMATION SERVICES**

Welcome to WSU Health Information Services and Resources

Health Information Service is composed of 6 fully operational sites, spread across the Eastern Cape Region:

- Medical Library/Health Sciences Resource Centre
- Mthatha Health Resource Centre
- Queenstown Health Resource Centre
- East London Health Resource Centre
- Port Elizabeth Health Resource Centre
- Lusikisiki Health Resource Centre

All these site libraries strive to open access to quality health information services and resources. Work as collaborating partners, by sharing knowledge, exchange skills and resources thus creating lasting solutions to the most challenging health problems. Work in partnership to support the delivery of community based health services.

#### **1. Vision**

To offer centres of excellence in providing health information services and resources for the faculty of Health Sciences and the wider communities surrounding it.

#### **2. Mission and Objectives**

Health Information Libraries support the basic objectives of the Health Sciences Faculty, which are considered under the traditional headings of teaching and scientific research operations. They form an integral part of these activities and its function includes the responsibility to service efficiently, effectively and thoroughly the information needs of the faculty student body. Users from the community are also catered for to limited degree.

#### **3. Location**

- 3.1** Medical Library/Health Sciences Resource Centre is situated within NMD site campus along Nelson Mandela Drive on the 4<sup>th</sup> level of Old Library Building. It encompasses mini libraries in the following Primary Health Care Clinics: Stanford Terrace, Ngangelizwe, Mbekweni, Baziya, Mqanduli, Mhlakulo and Qumbu.
- 3.2** Mthatha Health Resource Centre is within Nelson Mandela Academic Hospital along Fort-Gale Season's Street in the West of the City Centre. It encompasses the following District Clerkship Hospitals: Dr. Malizo Mpehle, Madzikane ka Zulu, St Patricks and Holly Cross.
- 3.3** Queenstown Health Resource Centre is within Frontier Hospital at Kingsway Street along the North of the City Centre. It encompasses the following Clerkship Hospitals: All Saints, Settlers and Komani psychiatric Hospital.
- 3.4** East London Health Resource Centre is at the back of Frere Hospital along Cheltenham Street. It encompasses Cecilia Makiwane.
- 3.5** Port Elizabeth Health Resource Centre is within Livingstone Hospital in Korsten area. It encompasses Dora Ngindza and Provincial Hospitals.

**3.6** Lusikisiki Health Resource Centre is within St Elizabeth Hospital, Lusikisiki. It encompasses Madzikane kaZulu and St Patricks Hospital and Holy Cross Hospital.

#### **4. Contact Us**

We can be reached at the following phone numbers and e-mail addresses:

- 4.1 Medical Library:** 047 502 2322/3  
Medical Librarian: 047 502 2322  
[emavume@wsu.ac.za](mailto:emavume@wsu.ac.za)
- Serial's Librarian: 047 502 2987  
073 638 4009  
[msomkoko@wsu.ac.za](mailto:msomkoko@wsu.ac.za)
- Circulation Librarian: 072 128 1409  
[tsonamzi@wsu.ac.za](mailto:tsonamzi@wsu.ac.za)
- 4.2 Mthatha HRC:** 047 502 2130  
Manager: 047 502 2130  
[mnyakenye@wsu.ac.za](mailto:mnyakenye@wsu.ac.za)  
Librarian: 047 502 2135/2031  
[kmenye@wsu.ac.za](mailto:kmenye@wsu.ac.za)
- 4.3 Queenstown HRC:** 045 839 3600  
Manager: 045 839 3601  
[mfeyas@gmail.com](mailto:mfeyas@gmail.com)  
Librarian: 083 306 0575  
[nplaatjie@wsu.ac.za](mailto:nplaatjie@wsu.ac.za)
- 4.4 East London HRC:** 043 709 4769  
Manager: 043 709 4769  
[mmackay@wsu.ac.za](mailto:mmackay@wsu.ac.za)  
Librarian: 043 709 2176  
[nsamson@wsu.ac.za](mailto:nsamson@wsu.ac.za)
- 4.5 Port Elizabeth HRC:** 041 405 2126  
Manager: 041 405 2126  
[nikram@wsu.ac.za](mailto:nikram@wsu.ac.za)  
Librarian: 041 405 2502  
Livingstone Hospital: [snodywana@wsu.ac.za](mailto:snodywana@wsu.ac.za)  
Dora Nginza Hospital: [amaphapha@gmail.com](mailto:amaphapha@gmail.com)
- 4.6 Lusikisiki HRC :** 039 253 5200  
Manager: 039 253 5204  
[amaphinda@wsu.ac.za](mailto:amaphinda@wsu.ac.za)  
Librarian: 039 253 5200

## **5. LIBRARY HOURS**

### **5.1 Medical Library**

#### **Term Time/Examination Time/Short Vacation (March & September)**

Friday	:	08h00 – 24h00
Saturday	:	09h00 – 17h00
Sunday	:	Closed
Sunday (Exam time only)	:	09h00 – 17h00

#### **Long Vacation (June)**

Monday – Friday	:	08h00 – 21h00
Saturday	:	09h00 – 17h00

#### **Long Vacation (December)**

Monday – Friday	:	08h00 – 18h00
Saturday/Sunday	:	Closed

#### **All Public holidays closed**

### **5.2 Mthatha HRC**

Monday – Friday	:	08h00 – 16h30
College Exam Time	:	08h00 – 00h00

### **5.3 Queenstown HRC**

Monday – Thursday	:	08h00 – 18h00
Friday	:	08h00 – 15h30
Saturday	:	09h00 – 12h00

### **5.4 East London HRC**

Monday – Thursday	:	08h00 – 18h30
Friday	:	08h00 – 18h00
Saturday	:	08h30 – 12h00

### **5.5 Port Elizabeth HRC**

Monday – Thursday	:	08h00 – 18h30
Friday	:	08h00 – 18h00
Saturday	:	08h30 – 12h00

### **5.6 Lusikisiki HRC**

Monday – Thursday	:	08h00 – 18h30
Friday	:	08h00 – 18h00
Saturday	:	08h30 – 12h00

**Sundays and Public Holidays : All HRCs Closed**

## **6. Services and Privileges**

We are dedicated to serving the research and teaching needs of our faculty and students, teaching and district clerkship hospitals, university community and members of the Public. Membership is open to registered students and staff. It expires at the end of each academic year or when student/staff discontinues his/her studies or services.

Choose one of the categories below, relevant to you, to find out which access and privileges we can offer you.

**6.1 Health Sciences Faculty, Academics, Students and Staff**

We provide both **on** campus and **off** campus access and privileges to them. We also help in establishing access and lending privileges to collections at other academic libraries with which we have reciprocal agreements.

**6.2 Chancellor/Council members**

We offer on campus access and limited lending privileges.

**6.3 HS faculty Visitors**

We offer access and lending privileges free of charge.

**6.4 Faculty, Students and Staff from other Institutions**

We offer use of our facilities and free access to our collection especially to researchers, provided produce a confirmation letter from their respective library manager.

**6.5 Members of the Public/WSU Alumni**

They pay non-refundable R300.00 per year at the Medical Library and R120.00 with HRCs to be registered users and have on campus access only.

**6.6 Access to the Africana and Special Collection Centre**

The Centre welcomes visiting researchers to use their resources. The Section provides access to rare books, manuscripts and university archives. Learn more about this Section.

**When not sure which category describes you "Ask a LIBRARIAN—the original search engine"**

**7. Lending Services**

**7.1 Borrowing, Renewing and Returning**

**Borrowing Items**

To borrow library items, bring them to the circulation desk in each library and present your University Staff/Student card and ID due date and loan period will be stamped at the back of the book on a date slip.

**Renewing Items**

Users may renew regular loan items online twice. Once you reach that limit, bring that item back to the Circulation desk for renewal. Telephonic renewals are allowed by giving personal details and the item barcode.

**Returning Items**

- Regular loan items and recalled items must be returned to the library from which they were loaned in the case of the HRC's.
- Recalled items must be returned within 5 days after the library sends notice, regardless of the original loan period.
- Regular items may be called from the user at any time.
- Loan periods for interlibrary loan items vary by owning library.
- Fragile items such as CDs which are only borrowed to tutors are returned in person to the Circulation desk staff.
- Mind due date when returning an item in order to avoid a fine.

## **7.2 Reserves Items, Short Term Loans, Due Dates and Loan Periods Reserves Items**

- Reserve items circulate for a short period of time.
- Users may borrow 2 reserves items at a time.
- Reserves must be returned to the library from which they were borrowed.
- Fines accrue the minute the item is overdue.
- Reference material/Books marked for Library use only may not be issued out, except with a special permission of the Librarian.

### **Short Term Loans**

- Short loan items are on high demand, required to be read for tests, assignments, examination etc.
- Items in this collection may be used in the library for a stipulated time.
- Short loan items may be loaned overnight/weekends and returned the following morning.

### **Due Dates and Loan Periods**

- Due Dates are stamped on a date slip at the last page of each book.
- Loan periods are determined by the user's category as follows:

<b>Category</b>	<b>No. of Items</b>	<b>Loan Period</b>
Chancellor/Council members	5	30days
Academic Staff	20	90 days
Administrative Staff	10	30 days
Post-graduate students	12	30 days
Under-graduate students	8	14 days
Visiting Staff/Students	5	14 days
Alumni/Public	3	30 days

### **Loan Periods for Health Resources Centres:**

Loan period for Health Resource Centre's differ from each centre, due to limited number of books in its holdings.

<b>Item</b>	<b>Member Category</b>	<b>Duration (days)</b>	<b>Number of Items</b>
Books	Health Professionals	14	4
	Community Members	14	4
Periodicals	Health Professionals	14	2
	Community Members		Library use only
Reference Books			Library use only
Electronic / audio-visual materials	Health Professionals	<b>7</b>	<b>3</b>
	Community Members		Library use only

## **7.3 Fines and Lost Items Fines**

- View outstanding fines by login into **My Account**.
- Users are responsible for paying all outstanding fines and other charges.
- Fines are levied on all regular items at R1.00 per item per day.
- Failure to pay library fines may result in the temporary suspension of borrowing privileges or exam results being withheld.
- Lost items should be replaced by paying current costs of the item plus administrative fee of R50.00. If out of print the original price plus 15 % inflation will be paid.
- Replacement copy must be new or used one should be in a very good condition. It must also match the original copy to the satisfaction of the Circulation Librarian.

#### **7.4 Inter-library Loans**

- Interlibrary Loan is the standard way libraries get material they do not own, but another has and will share.
- This service is provided to staff and postgraduate students because of the expenses involved.
- Request forms are available at each Circulation Desk.

#### **7.5 Information Literacy/Services**

- During the first term of the year, time is devoted to in-house orientation programme for first year students.
- On-going information literacy skills training are conducted per appointment. These may include basic research skills, assignment writing, effective use of information sources etc.
- Professional Librarians also provide reference services, develop and maintain library collections and liaise with academics and senior students pertaining to collection development.

#### **7.6 Computer Services and Connecting to Electronic Resources**

- Library maintains and supports a number of computers. These are located in all libraries.
- For users with their computers or mobile devices, all libraries and Clerkship Hospitals provide wireless access (WiFi) to the library network.
- Library computers automatically have access to electronic resources, either from campus or off campus.
- Access to the library's online journals and databases are restricted to current students, faculty and WSU staff, being accessible from any computer connected to campus network. Laptops and other devices can also be connected.
- Access to electronic resources from off-campus requires authentication, done through IT services.
- WSU Library catalogue is freely available to the public through WSU web site.
- Photocopying and printing from electronic sources may be done at a cost and must comply with the requirements of Copyright Act.
- If unable to connect to electronic resources, please contact the library.

#### **7.7 Creation of My Library Account**

- The library currently offers service account.
- View checked out from library and borrows direct items and their due dates.
- Renew library items currently checked out and borrow direct items that may not be renewed.
- View the status of items requested for recall, including items currently on hold for pickup.
- View outstanding fines and other library charges.

#### **7.8 Maintaining a Scholarly Healthy Environment**

The Medical Library and all the Health Resource Centres seek to enrich human life through the growth of knowledge. In pursuit of knowledge to flourish, each library is committed in

maintaining an environment for users that is:

- Supportive of study, research, reflection and scholarly collaboration.
- Welcoming and care of users.
- Safe
- Respectful of all
- Comfortable with spaces for quiet individual study, research and reflection and designated areas for collaborative work.

#### **Creating and Sustaining a Scholarly Environment**

The Library staff and users share the responsibility for creating and sustaining an environment supportive of scholarship. To ensure this they must:

- Treat others with dignity and respect

- Refrain from engaging in behaviour that creates a disturbance, interfere with the right of others to use the library
- Learn and comply with library policies for maintaining the environment

**Restoring a Scholarly Environment**

- Library staff will identify themselves and request that users comply with library rules
- Users who do not respond to initial requests or violate rules repeatedly may force the staff to take additional measures, for example asking for student ID, seek security assistance, issuing oral or written warning or even asking the user to leave the library.
- Library staff will be respectful of the rights of all in working to restore the scholarly environment, for example rights to ask others to end conversation or lower their voices in study areas; rights to request and receive assistance from a library staff member etc.
- When serious violations occur and the resulting actions are criminal, endanger safety, Library staff will seek assistance from security guards.
- Those engaged in serious violations may lose the privilege of using the library and be subject to WSU imposed discipline, or even be charged for damage to library material.

**Helping to Preserve Library Collections by:**

- Eating only in areas specifically designated for this purpose or during specially approved events.
- Not writing in, underlining, highlighting or damaging library material.
- Not smoking inside or within the entrances of the library building.

**The above lists of responsibilities and prohibited actions should not be taken as exhaustive.**

**7.9 Library Tours**

The Medical Library and all the Health Resource Centres are pleased to offer a variety of tours such as: Tours which are held at the beginning of each academic year for the faculty, specific departments or programmes. Tours for Visiting Scholars, Prospective students and librarians are available by request.

**7.10 Schedule an Appointment with a Librarian**

Having difficulty in locating library materials on a particular topic and would like personal assistance or simply need help beginning the research process, schedule an appointment with the librarian. Sessions may include identifying appropriate resources in various formats or mapping out research project.

To request an appointment, complete the form below and we will need 2 days before the appointment time.

**Name:** .....

**Email address :** .....

**Affiliation :** .....

**Department/Division :** .....

**Course (if applicable) :** .....

**Assignment Due Date (if applicable) :**

.....

**Project Description:** -----

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**Times When Available:** -----



**How did you hear about this service: -----**

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**GET ME & PLACE ME AT THE CIRCULATION DESK**

**SUMMARY OF LIBRARY SERVICES**

- **Reference Services/Ask a Librarian**  
Contact a Librarian in person at the Medical Library/Health Resource Centre, by e-mail or phone.
- **Circulation Services**  
Information about borrowing library materials, including due dates, renewals, fines etc.
- **Computer Search Services**  
Mediated online database searching in all areas of Medicine, Nursing and Allied health.
- **Computing Services**  
Information about computers and computing laboratories, connecting to the WiFi and how to get assistance.
- **Copy, Print and Scan**  
Information about copying, printing and scanning using Card printing service including their locations.
- **Course Reserves**  
High demand items available on short loan at the library.
- **Inter-Library Loan**  
Request materials available at other libraries
- **Library Instruction**  
Programmes to help you learn about the Library and its resources. Includes information on how to schedule an appointment or tour the Library.
- **Purchase Request**  
Request that an item be purchased for the Library.
- **Research Consultation**  
Make an appointment with a Librarian about a research paper or project.
- **Lost and Found**  
If you find or lose something in one of our Libraries, please contact the Circulation Desk for that Library.

**MEDICAL ILLUSTRATION AND PHOTOGRAPHY UNIT**

**SERVICES AVAILABLE**

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

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

### **NEEDLE STICK INJURIES**

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

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

### **UNIVERSAL PRECAUTIONS**

- Take care in handling, cleaning or disposing of sharp needles, scalpels etc.
- Do not recap (re-sheath) used needles or manipulate used needles in any way.
- Place sharps in a designed sharps "safe".
- Use protective barriers-gloves/eyeglasses/waterproof aprons/waterproof footwear.
- Immediately and thoroughly wash hands and other skin surfaces that are contaminated by blood or blood stained
- body fluids.

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

Contact the senior consultant for assistance. If he/she is not available, the sister in charge of the ward will assist you. The senior consultant (or if he/she is not available, the sister in charge of the ward) will send you to the

Trauma Unit immediately. Explain to the person on duty what has happened and a trained nursing sister or staff doctor will assist you.

You will be required to give blood for a blood test.

The patient's blood will then be screened for HIV, Hepatitis B & Syphilis. If necessary you will be counselled on your possible options (e.g. AZT therapy, etc).

## **DEGREES AND POSTGRADUATE DIPLOMAS OFFERED BY FACULTY**

### **Bachelor Degrees**

- Bachelor of Science in Health Promotion
- Bachelor of Medicine in Clinical Practice
- Bachelor of Health Science in Medical Orthotics and Prosthetics
- Bachelor of Medical Sciences
- Bachelor of Nursing
- Bachelor of Medicine and Bachelor of Surgery (MBChB)

### **Postgraduate Diploma**

- Postgraduate Diploma in Health Promotion
- Postgraduate Diploma in Chemical Pathology
- Advanced University Diploma in Nursing Science

### **Honours**

- BSc Hons in Physiological Science
- B Sc Hons in Biochemistry
- B Sc Honors in Medical Microbiology
- Bachelor of Nursing Honors

### **Masters**

- Master of Nursing
- Master of Public Health
- Master of Science in
  - Health Promotion
  - Medical Biochemistry
  - Physiological Sciences
  - Chemical Pathology
  - Medical Microbiology
- Master of Medicine in
  - Anaesthesiology
  - Anatomical Pathology
  - Family Medicine
  - Surgery
  - Medicine
  - Obstetrics and Gynaecology
  - Ophthalmology
  - Orthopaedic Surgery
  - Otorhinolaryngology
  - Paediatrics and Child Health
  - Paediatric Surgery
  - Psychiatry
  - Radiation Oncology
  - Diagnostic Radiology

### **Doctoral**

- Doctor of Philosophy in Health Sciences

**DEGREES AND DIPLOMAS CODES**

MT5217	Advanced University Diploma in Nursing Science
MT5211	Bachelor of Nursing
MT5212	Bachelor of Science in Health Promotion
MT5204	Bachelor of Medical Sciences
MT5383	Bachelor of Health Science in Medical Orthotics and Prosthetics
MT5213	Bachelor of Medicine Clinical Practice
MT5210	Bachelor of Medicine and Bachelor of Surgery
MT520S	Bachelor of Medicine & Bachelor of Surgery (Exam for Full Registration)
MT521S	Bachelor of Medicine & Bachelor of Surgery (Exchange Studies)
MT522S	Bachelor of Medicine & Bachelor of Surgery (International Electives)
MT523S	Orientation (SA/Cuba Students)
MT5382	Postgraduate Diploma in Health Promotion
MT5241	Postgraduate Diploma in Chemical Pathology
MT5221	B Sc Honors in Physiological Sciences
MT5205	B Sc Honors in Biochemistry
MT5220	B Sc Honors in Medical Microbiology
MT5222	Master of Science in Health Promotion
MT5223	M Sc in Physiological Sciences
MT5224	M Sc in Medical Biochemistry
MT5225	M Sc in Medical Microbiology
MT5226	M Sc in Chemical Pathology
MT5363	Master of Nursing
MT5216	Master of Public Health
MT5310	M Med in Anaesthesiology
MT5327	M Med in Anatomical Pathology
MT5329	M Med in Family Medicine
MT5321	M Med in Surgery
MT5322	M Med in Medicine
MT5311	M Med in Obstetrics and Gynaecology
MT5312	M Med in Ophthalmology
MT5323	M Med in Orthopaedic Surgery
MT5313	M Med in Otorhinolaryngology
MT5324	M Med in Paediatrics and Child Health
MT5328	M Med in Paediatric Surgery
MT5326	M Med in Psychiatry
MT5320	M Med in Radiation Oncology
MT5325	M Med in Diagnostic Radiology
MT5215	Doctor of Philosophy in Health Sciences (PhD)

**NOTE: THE UNIVERSITY IS IN THE PROCESS OF CHANGING ALL FIRST YEAR ENTERING STUDENTS FROM  
MT CODES TO WS CODES**

## **RULES AND CURRICULUM OUTLINES**

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

### **UNDERGRADUATE DEGREES**

#### **BACHELOR OF MEDICAL SCIENCES**

##### **MEDICAL BIOCHEMISTRY, PHYSIOLOGICAL SCIENCES AND MEDICAL MICROBIOLOGY**

###### **Purpose of the Programme**

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

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

###### **Delivery Mode: Full-time contact**

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

###### **Entry Requirement**

**Endorsement:** NSC (Bachelor's Degree)

**Achievement rating of:**

4 (50-59%) in English at Home Language or First Additional Language

4 (50-59%) in Mathematics

4 (50-59%) in Physical Science

4 (50-59%) in Life Sciences

4(50-59%) in two non Life

Orientation subjects

###### **Earlier Learning**

Basic medical sciences deal with fundamental scientific basis of the body function. It therefore requires certain basic understanding of the body functions. Students with a **good** pass in chemistry, physical science, mathematics and biology/ life sciences will find it easier to understand the **basic medical science** principles.

The following shall apply to entry in to first (1<sup>st</sup>) year of the programme:

- Students who qualify for university admission with good passes in the above specified subjects and proficiency in English are eligible for admission to the 1<sup>st</sup> year of the programme.

- A student who successfully completes the pre-clinical years of the MBChB programme may be permitted to join at level 2 of the B Med Sciences programme.

Bachelor of Science in Medical Sciences - Level I (To be taken from Faculty of Natural Sciences)

**SUMMARY OF COURSES AND CREDITS**

<b>Bachelor of Medical Sciences – Level I</b>		
<b>[To be taken from FSET BSc (Biological Science Programme)]</b>		
Plant Form & Function	BSP 15M1	08
Animal Form & Function	BIP 15M1	08
Animal Diversity	BAP 15M2	08
Plant Diversity	BDP 15M2	08
General Chemistry 1	CHE 15M1	16
General Chemistry 11	CHE 15M2	16
Physics for Life Sciences 1	PLS 15M2	16
Introduction Cellular and Molecular Biology	BSP 15M0	16
Computer Literacy 1	CLT 15M1	08
Communication Skills	COK 15M0	08
Mathematics I	MTL 15M1	16
		<b>(128)</b>

A student who accumulates a minimum of 128 credits from the above prescribed courses at Level I of the programme may proceed to Level II.

<b>Bachelor of Medical Sciences – Level II</b> (To be taken from Faculty of Health Sciences)		
Option 1 (Biochemistry) Core Courses		
Introduction to Organic Molecules	BMC 22M1	16
Introduction to Biochemistry	BMC 21M0	32
Metabolic Biochemistry	BMC 22M0	32
Molecular Biology	BMC 22M2	16
		<b>(96)</b>
Option 2 (Physiology) Core Courses		
Human Anatomy	BMA 23M0	16
Introduction to Human Physiology	BMP 22M1	32
Systems Physiology	BMP 22M2	32
Physiological Chemistry	BMC 23M0	16
		<b>(96)</b>
Elective Courses for Options 1 & 2 (choose 24 credits)		
Basic Physiology (Elective for option 1 only)	BMP 21M0	16
Basic Microbiology	BMM 24M0	16
Basic Immunology	BMC 21M2	08
		<b>(24)</b>
Total credits required to proceed to Level II		<b>(120)</b>
<b>Bachelor of Medical Sciences – Level III</b> (To be taken from FHS)		
Option 1 (Biochemistry) Core Courses		
Advanced General Biochemistry	BMC 31M0	32
Advanced Metabolic Biochemistry	BMC 32M0	32
Enzymology	BMC 33M0	32
		<b>(96)</b>
Option 2 (Physiology) Core Courses		
Advanced Cell Physiology	BMP 31M1	32
Advanced Systems Physiology	BMP 32M1	32
Research Assignment	BMP 33M1	32
		<b>(96)</b>
Common Core Courses for Options 1 & 2		
Principles of Scientific Research and Ethics	BMS 34M0	08
Basic Biostatistics	BMS 35M0	16
		<b>(24)</b>
Total Credits required at Level III		<b>(120)</b>

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

A student who is unable to obtain a pass mark in any of the courses prescribed for either Biochemistry or Physiology will be eligible to register for advanced level courses in the discipline only after passing them. There will be no course carry-over to the next level.

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



## **BACHELOR OF SCIENCE IN HEALTH PROMOTION**

### **Purpose of the Programme**

The programme prepares individuals in attaining scientific knowledge of empowering people to have ability of managing and improving their health. The graduating student should be able to:

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

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

### **Delivery Mode: Full-time contact**

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

### **Course Entry Requirements / Prerequisites**

#### **National Senior Certificate (NSC)**

##### **Compulsory Subjects**

4(50-59%) in English at First Additional language level

4(50-59%) in isiXhosa or any home language

3(40-49%) in Mathematics or

4(50-59) Mathematical Literacy

4(50-59%) in Life Sciences

4(50-59%) in two non Life

Orientation subjects

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

### **Matriculation Requirements**

Matriculation Exemption with the following subjects:

English E (HG) or D (SG)

Biology E (HG) or D (SG)

Mathematics E (HG) or D (SG)

Person above age 23 years with Senior Certificate and Conditional Exemption from SAHE (South African Higher Education).

Failure to obtain Mature Age Exemption (MAE) will disqualify student from registration.

### **Recognition of Prior Learning**

Applicants with undergraduate diploma in Health Promotion or Health Education qualifications from recognized institutions are considered after selection. Credits of some modules are granted after proper assessments with relevant departments and/or institutions. Applicants may be allowed to commence at second year level after due consideration as applicable. Relevant Professional Certificates will be required including proof of verification by SAQA for the appropriate NQF level where relevant.

### **Attendance – Theory and Practical**

Students are advised to attend all scheduled lectures, tutorials, practical sessions and seminars. All the theoretical and practical sessions are compulsory.

### **Duration of the Course**

Three (3) years, full time.

### **Admission/Selection Procedure**

A selected number of candidates will be short-listed for final selection.

The closing date for applications will be 30 September each year.

### **Orientation**

All students are expected to attend the Faculty Orientation Programme at the beginning of the study year for their course.

### **Declaration**

All students are expected to attend the Declaration Ceremony.

### **Registration**

Students are expected to be fully registered with the University for admissions to sit for any tests and exams. The department facilitated the establishment of Health Promotion Professionals Association of South Africa (HPPASA). Currently, the Health Promotion Practitioners are not registered with the HPCSA. The faculty is in the process of registering health promotion practitioners and students with HPCSA.

### **Course Organisation**

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

**Summary of Courses (Curriculum Structure)**

<b>BACHELOR OF SCIENCE IN HEALTH PROMOTION</b>		
<b>Year 1 Semester 1</b>		
<b>CODE</b>	<b>CORE</b>	<b>CREDITS</b>
HEP 11M1	Introduction to Health Promotion	16
IPH 11M1	Introduction to Public Health	12
HPP 10M1	Health Promotion Practical (Year Module)	16
<b>CODE</b>	<b>FUNDAMENTAL</b>	<b>CREDITS</b>
HUB 11M1	Human Biology	12
CNN 12M2	Communication & Computer Skills	08
<b>Year 1 Semester 2</b>		
<b>CODE</b>	<b>CORE</b>	<b>CREDITS</b>
PPH 12M1	Professional Practice in Health Promotion	12
PHN 12M1	Public Health Nutrition	16
<b>CODE</b>	<b>FUNDAMENTAL</b>	<b>CREDITS</b>
HUB 12M1	Human Biology	12
PSY 11M1	Psychology (Understanding of Human Behaviour)	08
SOC 11M1	Sociology	08
	<b>Total Credits for Year 1</b>	<b>120</b>

<b>Year 2 Semester 1</b>		
<b>CODE</b>	<b>CORE</b>	<b>CREDITS</b>
HPM 21M1	Health Promotion Methods	16
EPB 21M1	Epidemiology and Biostatistics	16
PHC 21M1	Primary Health Care I (Communicable & Non-comm. Disease)	16
HPP 20M1	Health Promotion Practical (Year Module)	16
RET 10M0	Research Theory	16
<b>Year 2 Semester 2</b>		
<b>CODE</b>	<b>CORE</b>	<b>CREDITS</b>
MHP 22M1	Mental Health Promotion	16
HVA 22M1	HIV and AIDS Control	12
IHS 21M1	Introduction to Health Systems	12
	<b>Total Credits for Year 2</b>	<b>120</b>

<b>Year 3 Semester 1</b>		
<b>CODE</b>	<b>CORE</b>	<b>CREDITS</b>
HPA 31M1	Health Promotion in Action	12
PHC 31M1	Primary Health Care II (International Health)	16
REP 30M1	Research Project (Year Module)	32
HPP 30M1	Health Promotion Practical (Year Module)	16
<b>Year 3 Semester 2</b>		
<b>CODE</b>	<b>CORE</b>	<b>CREDITS</b>
HPE 32M1	Health Promotion, Planning, Monitoring and Evaluation	16
PHC 32M1	Primary Health Care II (Indigenous Health)	16
HPS 32M1	Health Promotion in Settings	12
	<b>Total Credits for Year 3</b>	<b>120</b>
	<b>TOTAL CREDITS OF THE WHOLE PROGRAMME</b>	<b>360</b>

## **ASSESSMENT**

### **Integrated Assessment**

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

### **Formative assessment contributes 60% of the final mark**

20% Tests  
10% Oral presentations / role plays  
10% Assignments  
20% Practical (in the community)

### **Summative assessment contributes 40% of the final mark**

40% Final examinations (60% theory and 40% practical)

### **Practical Assessment**

Continuous assessment of practical work will be done by circulating lecturers providing theory and health promotion practitioners as supervisors in the districts. Forty (40%) of the formative assessment will be related to practical work calculated as above: 10% Oral presentation and 50% practical (in the community).

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

### **Assessments/Tests & Examination**

- Assessment will be formative and summative. Each module will be assessed, and needs to be passed, separately.
- Any student who without a valid reason with proof and/or without the permission of the programme coordinator/
- Head of Department, fails to present him/herself to a class test, practical, assessment will fail such test.
- Any student who does not turn up for the examination without prior arrangement with the programme coordinators
- and/or the Head of Department will fail the examination. In the event of unpreventable causes for default, a valid
- reason with documented proof will be required for admission into special/supplementary examinations.

### **Weighting of marks**

To enter into an examination a student should have obtained a year mark of 40% or above.

### **Computation of Marks**

- All marks shall be expressed as percentages. The assessment programme, its format as well as test dates shall be communicated to the students timeously throughout the year. The year semester mark is the arithmetic mean of the marks obtained in written, oral or practical assessments.
- The combined mark (final mark) in a prescribed course shall be computed from the year mark obtained throughout the course.
- In line with the rules for a degree, diploma, or certificate, a student who fails to obtain an exam pass in a prescribed
- course, obtaining between 40 – 49%, but obtains a combined mark of not less than forty five percent (45%) in it,
- may be permitted by Senate to present himself for supplementary examination. A student who gets a combined
- mark of less than 45% has failed and will be required to repeat that particular course/module. A student who gets
- less than 40% in the exam will be required to repeat that particular course/module regardless of their combined
- mark.
- To qualify for a Degree, the student must have obtained 360 credits.

### **Supplementary Examination**

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

A student who obtains 50% and above from a combined semester and examination mark, but obtains less than 40% in any one paper will be regarded as having failed and have obtained a sub-minimum mark, and will repeat the course. A student who fails the supplementary examination (obtaining less than 50%) will be required to repeat the course/module.

### **Proceeding to next level**

A first year level student must have passed all core and 50% of the fundamental modules to proceed to second year. To proceed to the third year level of study, a second year student must have passed all core modules, fundamentals and electives for first year and second year.

## **UNSUCCESSFUL CANDIDATES**

### **Repeating the year**

A student who fails any of the core modules will not proceed to the next level of study. A first year student who passes all core modules but fail more than 50% of fundamental modules will repeat the year. A student who has not completed all first and second year modules will not proceed to third level.

### **Exclusion**

A student who fails more than 50% of the prescribed modules for the year shall be excluded on academic ground. Any student who fails a prescribed module after 2 attempts shall be excluded from the programme on academic grounds.

### **Completion and graduation**

A student who passes all required modules from levels one, two and three, and thus complete a total of 360 credits of the prescribed modules for the program will be considered as have completed the degree. That student will be allowed to graduate.

## **BACHELOR OF MEDICINE IN CLINICAL PRACTICE (BMCP)**

### **Purpose of the Programme**

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

### **Delivery Mode**

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

### **Entry Requirements**

#### **Senior Certificate – Matriculation Exemption**

Student intake is determined by a structured selection process. From 2009, a national Senior Certificate (NSC) will be required with an achievement rating of 4 (50% or better) in four recognised NSC 20-credit subjects: English, Mathematics, Life Sciences and Physical Science.

#### **National Senior Certificate (NSC)**

#### **Compulsory Subjects**

4(50-59%) in English at Home language or First Additional language level

4(50-59%) in Mathematics

4(50-59%) in Physical Science

4(50-59%) in Life Sciences

4(50-59%) in two non Life

Orientation subjects

Learners who register for this qualification at Level 7 will also need to have the following:

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

### **Selection Procedures**

Students are selected on the basis of their academic achievements. The selection committee is made up of members of the Faculty.

### **Registration**

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

### **Duration of the Programme**

Three years full time.

### **Exit Level Outcomes**

Bachelor's degree in Clinical Practice (minimum of 360 credits) eligible for registration with the Health Professions Council of South Africa as a Clinical Associate.

### **Critical Outcomes**

Upon successful completion of the Degree in Medical Clinical Practice the student is expected to be able to: Perform a patient-centred consultation across all ages in a district hospital, Apply clinical reasoning in the assessment and management of patients, Perform investigative and therapeutic procedures appropriate for a district hospital, Prescribe appropriate medication within scope of practice, Provide emergency care, facilitate communication and provide basic counselling, function as an effective member of the health care team, produce and maintain clinical records, function as an ethical practitioner, demonstrate ongoing learning in clinical practice, integrate an understanding of family, community and health system in practice.

### **Summary of Courses and Credits**

The content of the programme focuses on the important health problems in the community with a particular focus on the skills necessary to equip the clinical associate to assist doctors working in district hospitals with emergency care, procedures and inpatient care.



### **Organisation**

The programme is structured in terms of the following key features:

### **Phases**

The curriculum is organised into two phases as follows:

Phase 1:            year 1 and year 2

Phase 2:            year 3

### **Modules**

The content in both Phase 1 and Phase 2 is organised into modules. Two foundation modules are taught daily for the first ten-eleven (10-11) weeks of each of the three years at the Main Campus. The core modules for the 1<sup>st</sup> and 2<sup>nd</sup> year levels are based on body systems. During the 3<sup>rd</sup> year, the core modules are based on themes and in addition, the students will complete two elective modules from a prescribed list.

### **Spirals**

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

### **Integration**

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

### **Early Clinical Contact**

Students are introduced to early clinical work during their 1<sup>st</sup> year. Only the foundation modules are taught away from clinical practice.

### **Learning in the District**

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

### **Clinical Skills Lab**

Skills training is done in the skills laboratory, ensuring that students have had an opportunity to practice their skills before performing them on patients.

### **Expert Resource Sessions**

These sessions are done by video conferencing whereby a number of students from different district sites are connected. Expert resource sessions are conducted as seminars for areas that are identified either by staff or students as difficult to cover within the tutorial system.

**Summary of Courses**

<b>Qualification and Courses</b>	<b>Codes</b>	<b>Credits</b>
<b>PHASE I - YEAR I</b> <b>Foundation</b> Generic Skills Human Biology 1  <b>Core</b> Cardiovascular System Respiratory System Gastro-Intestinal System Genito-Urinary Tract System Central Nervous System, Eyes, Ears, Nose and Throat Musculoskeletal System Endocrine System, Skin and Reticulo-Endothelial System  <p style="text-align: center;">9 MODULES</p>	SKI17M0  BIO17M0  CVS17M0 RSP17M0 GIT17M0 GUT17M0  CNS17M0 MSS17M0  END17M0	16  16  14 14 14 14  14 14  14  <b>(130)</b>
<b>PHASE 1 - YEAR 2</b> <b>Foundation</b> Special Skills Human Biology 2  <b>Core</b> Cardiovascular Respiratory System Gastro-Intestinal System Genito-Urinary Tract System Central Nervous System, Eyes and Ear, Nose and Throat Musculoskeletal System  Endocrine System, Skin and Reticulo-Endothelial System  <b>9 MODULES</b>	SKI 20M1 BIO 20M2  CVS 20M3 RSP 20M4 GIT 20M5 GUT 20M6  CNS 20M7 MSS 20M8  END 20M9	16 16  14 14 14 14  14 14  14  <b>(130)</b>
<b>PHASE 2 - YEAR 3</b> <b>Foundation</b> Advanced Special Skills Human Biology 3  <b>Core</b> Women's Health	SKI 30M1 BIO 30M2  WNH 30M3	16 16  16

Child Health	CHH 30M4	16
Accident and Emergency	AEM 30M5	16
Infectious Diseases	INF 30M6	16
Anaesthetics	ANA 30M7	08
Prescribing	DSP 30M8	08
Mental Health	MNH 30M9	16
Health Care System	HCS 30M0	12
<b>ELECTIVES (SELECT 1)</b>		
Medico-legal and Clinical Forensic Termination of Pregnancy and Family Planning	MCF 30M1	16
Orthopaedics	TPF 30M2	16
Health Management and Quality Improvement	ORT 30M3	16
Trauma and Emergency	MHQ 30M4	16
	TEM 30M5	16
<b>11 MODULES</b>		<b>(156)</b>
<b>29 MODULES</b>		<b>416</b>

### **Attendance**

Attendance is compulsory for all tutorials, patient presentations, bedside teachings, expert resource sessions, seminars, ward rounds and skills training session.

### **Assessments**

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

Formative assessment is ongoing throughout the year and contributes 60% of the final mark. The students should submit to a minimum of one POMR (problem/patient oriented medical records and one LNWS (learning needs worksheets) i.e. 4 records in total per module/themes.

Summative assessment contributes the other 40% of the final mark and is done in November of each year for the exam subjects; namely: the Foundation Modules at the end of each year and the Core Modules at the end of each Phase. The final examination will be externally moderated.

It applies, same in supplementary examination too, 60 % on going throughout the year and 40% the supplementary examination.

### **Grading**

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

### **Promotion**

For entry into the next year of study, a student must have passed with 50% or more the entire examination subjects prescribed for their present year. In addition, to be promoted from first to second and second to third year, they need to have an average of 50% or more on both the foundation modules and the seven core modules.

### **Supplementary**

A student shall only be admitted to supplementary examination in a module/theme provided he/she has obtained a subminimum of 40% and a final mark of between 45 - 48%. Candidates qualify for supplementary exam should be conducted in ample time to allow the students to register for a new academic year.

### **Repeating the year**

A student who fails three or less modules/themes prescribed for the year will be allowed to repeat the year.

### **Exclusion**

A student who fails more than 50% of the prescribed modules/themes for the year shall be excluded on academic ground. Any candidate who fails after 2 attempts of supplementary exam shall be excluded from the programme on academic grounds.

### **Articulation**

The training programme is independent of existing training programmes offered by the Health Sciences Faculty. This programme addresses a unique gap in the health care system and does not substitute or oppose any other programme.

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

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

### **Employment Opportunities**

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

## **BACHELOR OF HEALTH SCIENCES IN MEDICAL ORTHOTICS AND PROSTHETICS [BHSC (ORTHOTICS AND PROSTHETICS)]**

### **Purpose of the Programme**

The purpose of this qualification is to develop a graduate competent in the knowledge, attitudes, insight and skills required for the orthotic and prosthetic professions. The qualifying graduate will be able to competently apply and integrate theoretical principles, evidence-based techniques, practical experience, clinical procedures and appropriate skills.

The qualification will produce a well-rounded graduate who will be capable of practicing as a clinician, developing and managing a clinic or a laboratory or providing services as a private practitioner. The graduate will be a team player, capable of working in multidisciplinary teams and moving the profession forward.

### **Delivery Mode**

This shall be a contact course. There shall be didactic lectures, small group tutorials, seminars, bed-side teaching, patient presentations, and most importantly, practical training in the workshop. The training manuals shall be developed using most updated orthotic and prosthetic resources available and based on the World Health Organisation guidelines for training of personnel in developing countries for prosthetics and orthotics services (WHO 1990).

The programme will utilise innovative methods of learning like cooperative learning (team learning in small groups), self-directed learning, and problem-based learning, community based rehabilitation and services learning. These learning methods and strategies should hopefully produce a life-long learner committed to the service of needy communities. This would be in line with the institution's mission of rural development and urban renewal.

### **Entry Requirements**

#### **Senior Certificate**

A National Senior Certificate (NSC) will be required with an achievement rating of 4 or better in English, Mathematics, Physical Science and Life Sciences.

National Senior Certificate (NSC)

#### **Compulsory Subjects**

4(50-59%) in English at Home language or First Additional language level

4(50-59%) in Mathematics

4(50-59%) in Physical Science

4(50-59%) in Life Sciences

4(50-59%) in two non Life

Orientation subjects

#### **Selection Procedures**

Students are selected on the basis of their academic achievements. The selection committee is made up of members of the Faculty.

### Registration

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

### Duration of the Programme

Four years full time.

### Exit Level Outcomes

The bachelor's degree of Health Sciences in medical orthotics and prosthetics is at level 8 on the HEQSF with 520 credits.

The graduate will demonstrate effective communication and apply the principles of medical ethics, professional behaviour and the legal framework to the context within which medical orthotic and prosthetic practitioners operate while maintaining personal health, wellness and safety.

The graduate should be able to assist and advise on relevant aspects of pre-surgical, post-surgical, medical and therapeutic management of individuals requiring prosthetic/orthotic devices; formulate prosthetics or orthotics designs, including selection of materials, components and additional aids; take part in follow-up procedures as well as maintenance, repairs and replacement of the appliance; and supervise and conduct the education and training of orthopaedic technologists and technicians.

Module Code	Module Name	NQF level	Credits per module	Compulsory/ optional	Year
BOP 11M1	Anatomy 1	6	12	Compulsory	1
BOP 12M2	Mechanics	6	08	Compulsory	1
BOP 13M1	Mathematics	6	08	Compulsory	1
BOP 14M1	Engineering Drawing	6	12	Compulsory	1
BOP 15M1	Electronics and Electro Technology	6	08	Compulsory	1
BOP 16M1	Computer and Graphical Communication	6	08	Compulsory	1
BOP 11M2	Orthotic and Prosthetic Laboratory Practice	6	20	Compulsory	1
BOP 12M2	Biomechanics 1	6	12	Compulsory	1
BOP 13M2	Principles of Orthotics and Prosthetics-1	6	14	Compulsory	1
BOP 14M2	Physiology 1	6	08	Compulsory	1
BOP 15M2	Experiential Learning	6	10	Compulsory	1
<b>Total Credit Year 1</b>			<b>120</b>		
Module Code	Module Name	NQF level	Credits per module	Compulsory/ optional	Year
BOP 21M1	Psychology	7	08	Compulsory	2
BOP 22M1	Orthotic and Prosthetic Clinical Practice-2	6	21	Compulsory	2
BOP 23M1	Biomechanics - 2	7	12	Compulsory	2
BOP 24M1	Anatomy 2	6	12	Compulsory	2
BOP 25M1	Physiology 2	6	08	Compulsory	2

BOP 21M2	Rehabilitation	6	08	Compulsory	2
BOP 22M2	Pathology 1	6	08	Compulsory	2
BOP 23M2	Clinical Studies	6	12	Compulsory	2
BOP 24M2	Principles of Orthotics and Prosthetics-2	6	21	Compulsory	2
BOP 25M2	Experiential Learning	6	10	Compulsory	2
<b>Total Credits for Year 2</b>			<b>120</b>		
<b>Module Code</b>	<b>Module Name</b>	<b>NQF level</b>	<b>Credits per module</b>	<b>Compulsory</b>	<b>Year</b>
BOP 31M1	Anatomy 3	7	12	Compulsory	3
BOP 32M1	Computer Aided Design and Manufacturing (CAD CAM)	7	08	Compulsory	3
BOP 33M1	Biomechanics 3	8	14	Compulsory	3
BOP 34M1	Ethics and Medical laws	7	08	Compulsory	3
BOP 35M1	Upper Limb Orthotic and Prosthetic Clinical Practice	7	26	Compulsory	3
BOP 31M2	Spinal Orthotics Clinical Practice	7	08	Compulsory	3
BOP 32M2	Pathology 2	7	08	Compulsory	3
BOP 33M2	Research Methodology and Statistics	7	12	Compulsory	3
BOP 34M2	Business Management I	7	08	Compulsory	3
BOP 35M2	Experiential Learning	7	16		3
<b>Total Credit for Year 3</b>			<b>120</b>		
<b>Module Code</b>	<b>Module Name</b>	<b>NQF level</b>	<b>Credits per module</b>	<b>Compulsory</b>	<b>Year</b>
BOP 41M1	Orthotic and Prosthetic Clinical Practice 3	8	24	Compulsory	4
BOP 42M1	Elective	8	16	Compulsory	4
BOP 43M1	Research Project	8	20	Compulsory	4
BOP 41M2	Business Management II	8	16	Compulsory	4
BOP 42M2	Ethics and Medical Law	8	24	Compulsory	4
BOP 43M2	Experiential Learning	8	20	Compulsory	4
<b>Total Credits for Year 4</b>			<b>120</b>		
<b>TOTAL COURSE CREDITS</b>			<b>480</b>		

### Assessment

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

Continuous assessment consisting of tutorial assessment, tests, practical, seminars and reports during the module will contribute to 60% of the total mark for each module.

Summative assessment is done on completion of each module and involves the use of external moderation. The assessment may be in the form of a theory paper, a practical paper, or both, depending on the module, and will contribute to 40% of the total mark for each module.

**Criteria for Pass**

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

**Criteria for Supplementary Examination**

A total mark of 45% - 48% qualifies the student for a supplementary examination in the given module.

**Criteria for Fail**

A total mark of less than 45% fails the student and will require the student to repeat the year, to repeat the failed module.

**Criteria for Promotion**

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

**Criteria for Discontinuation from the Programme**

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

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



## **BACHELOR OF NURSING**

### **Rules for Nursing Science programmes- Degrees and Diplomas**

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

### **THE DEGREE BACHELOR OF NURSING**

QUALIFICATION CODE: MT5211 (NQF LEVEL 7)

MINIMUM CREDITS FOR QUALIFICATION: 480. (Credit value 524)

### **The purpose of the Programme**

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

### **Delivery Mode: Full-time Contact**

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

### **Minimum Entry Requirements**

Senior Certificate

### **(Minimum admission score of 32)**

Age of entrance shall be 17 years to 36 years. Minimum educational requirements - 12 years of schooling. Matriculation exemption with the following subjects:

English E(HG) or D(SG)

Biology E(HG) or D(SG)

Physical Science E(HG) or D(SG), E(SG) may be considered on merit if the other symbols are above the minimum requirements.

### **National Senior Certificate (NSC)**

Minimum statutory NSC requirements for degree must be met

### **Compulsory Subjects**

NSC achievement rating of at least 5 (60-69%) in IsiXhosa as home language or first additional

NSC achievement rating of at least 4 (50-59%) in English

NSC achievement rating of at least 4 (50-59%) in Mathematics literacy or

NSC achievement rating of at least 3 (40-49%) in Mathematics

NSC achievement rating of at least 4 (50-59%) in Life Sciences NSC

achievement rating of at least 4 (50-59%) in Physical Science

### **Not compulsory subjects**

4(50-59%) in Life Orientation

4(50-59%) in Information Technology

Admission of students shall be once a year. Applicant must be medically fit

The closing date for applications will be 30 September, however late applications will be considered under certain circumstances

Persons above 23 years of age with a Senior Certificate and conditional exemption from South African Higher Education. Failure to obtain the mature age exemption – the student will be disqualified.

#### **International Students**

Must produce a valid student permit

Submit proof of the assessment of qualifications by SAQA.

Statement from the professional body of the country of origin that the qualification obtained will be recognised

#### **Duration of Courses**

Four (4) years full time only.

#### **Admission / Selection Procedure**

Students are selected on the basis of their academic achievements. The selection committee is made up of members of the Faculty.

#### **Orientation**

All admitted students are expected to attend the Faculty Orientation Programme. For registration with the South African Nursing Council all candidates must bring a certified copy of an Identity Document and certified Std 10 certificate.

#### **Declaration**

All new students will be required to undertake the Faculty Declaration, in a ceremony to be determined by the faculty.

#### **Registration**

Registration with the professional body: South African Nursing Council should be done at commencement of training and a certificate will be issued as proof of the registration. The onus is on the learner therefore, to ensure that he/she is registered.

Registration as a learner with the university takes place every year, otherwise no one is allowed to attend lectures, practicals, and tutorials, nor write tests and examinations without being registered for that module/s, as these may not be recognised i.e. credited by the university.

Learners should produce proof of being members of a professional organisation for indemnity purposes. Some health facilities will not allow learners who do not carry indemnity.

#### **Practical and clinical training**

Learners shall complete a prescribed clinical programme for each sub-discipline i.e. general nursing science, psychiatric nursing science, community nursing science, and midwifery at approved clinical and health care

facilities and in community settings. Relevant integration is necessary. The total number of hours, as prescribed by the South African Nursing Council, is 4 000.

#### **Obtaining the degree**

The degree shall be obtained by completing the modules and practical work prescribed. On completion, students are expected to undertake a Nurse's pledge of service, in a ceremony determined by the Faculty.

**Awarding degree cum laude**

The degree will be awarded cum laude if candidates comply with the requirements of the relevant General Rules as set out in the General Prospectus, and provided that only Nursing Science modules shall be regarded as major modules.

**Summary of Courses**

<b>COURSES AND QUALIFICATIONS</b>	<b>CODES</b>	<b>CREDITS</b>
<b>Bachelor of Nursing</b>		
<b>First Year: 1<sup>st</sup> Semester</b>		
Community Health Nursing I	CBN 11M1	12
	CBN 12M1	12
General Nursing Science I	NUN 11M1	12
	NUN 12M1	12
Biophysics	BCN 11M1	08
Biochemistry	BCN 12M1	08
Anatomy	ATN 11M1	12
	ATN 12M1	12
Sociology I	SOC 11M1	08
	SOC 12M2	08
Anthropology	ANT 11M2	08
	ANT 12M2	08
Communication and Computer Skills	CNN 12M2	08
		(128)
<b>Second Year:</b>		
General Nursing Science	NUN 21M1	16
	NUN 22M1	16
Community Health Nursing	CBN 21M1	16
	CBN 22M1	16
Microbiology, Parasitology and Pathology	MPN 10M1	08
Psychology	PSY 11M2	08
	PSY 12M3	08
Physiology	PHN 11M3	12
	PHG 12M2	12
Pharmacology	PRN 21M1	12
	PRN 22M1	12
Sociology	SOC 22M8	12
		(148)
<b>Third Year:</b>		
<b>COURSES AND QUALIFICATIONS</b>	<b>CODES</b>	<b>CREDITS</b>
General Nursing Science	NUN 31M1	16
	NUN 32M1	16
Midwifery	MNS 31M1	16
	MNS 32M1	16
Nursing Management	NUM 32M1	16
Psychiatric Nursing	PNS 31M1	16
	PNS 32M1	16
Research Methodology	RPN 32M1	16
		(128)

<b>Fourth Year</b>		
Midwifery II	MNS 41M1	16
	MNS 42M1	16
Psychiatric Nursing Science	PNS 41M1	16
	PNS 42M1	16
Research Project	BPM 42M1	12
Primary Health Care	PHC 41M1	16
	PHC 42M1	16
Nursing Management and Ethics	NUM 41M1	16
		[124]

### **Attendance – Theory and Practical**

**Theory and practical attendance is compulsory.** Practicals continue even during the University vacation. A learner who due to unforeseen circumstances misses lectures and or practicals will be expected to make-up the deficiency. Arrangements should be discussed with the lecturer responsible for the module.

### **Examinations/Assessments**

The semester mark and examination mark (theory and practical) shall each count 50% towards the final mark of a module

A subminimum of 40% shall apply in all Nursing courses

No candidate shall be admitted to the examination at the end of a module unless s/he has attended at least 85% of the lectures and has met all the prescribed clinical requirements.

For all subjects with both theoretical and practical components the following rules will apply:

- **NB:** Credit will only be given if both the practical and theory components are passed.
- Where the candidate fails to obtain 50% in one component, and provided a mark of at least 40 % was obtained s/he may be granted a supplementary examination in that component.
- The candidate who fails the supplementary examination must repeat the whole module.
- A fourth year student may be granted permission to write special examination regardless of the mark obtained in a module provided it is the last remaining requirement for the degree (as per G25 regulation).

### **Computation of Marks**

All marks shall be expressed as percentages and those which, upon computation yield fractions shall be raised to the first integer.

The combined mark (examination mark) in a prescribed course shall be computed from practical mark and theory mark obtained from assessment in the examination in that course. **Students must pass the practical examination by 50%.** Paper 1 consists of practical marks which are an average of continuous assessment mark and the practical examination mark. Paper 11 consists of theoretical paper/s and is an average of theoretical continuous evaluation (year/semester mark) and written examination paper/s. **Students must pass theory examination by 50%.**

### **Unsuccessful Candidate**

Students are not allowed to register for the next level of a subject or module before they have passed the previous level.

### **Promotion to the Next Level of Study**

**Level of study is determined by qualifying for registering the majors of that level i.e. having passed the previous level.**

**To proceed to Second Year a first year student must pass the following courses:**

- Nursing Science I
- Community Health Nursing I
- Biophysics and Biochemistry
- Anatomy

NB. If one has to repeat this level, the student may register psychology and/or microbiology, and/or physiology if passed anatomy. The student may register for these courses provided there is no clash in time-tables i.e. for classes or practical attendance.

### **To be promoted to the 3rd year of study**

A student must have passed:

- All second year courses
- General Nursing 11
- Community Health Nursing 11
- Physiology
- Microbiology, and pharmacology

### **To be promoted to 4th Year of Study**

All 3rd year courses must have been passed.

### **Exclusion on Academic Grounds**

A student who has failed more than 50% of the courses registered during the first year of study will be excluded on academic grounds. A student who fails the course twice. A student who fails to proceed to the next level of study on two successive years will be excluded on academic grounds. A student who fails to comply with clinical requirements without a valid reason will be excluded on academic grounds.

### **Completion**

On completion of the programme, students are expected to undertake a Nurse's Pledge of Service, in a ceremony determined by the Faculty.

## **DESCRIPTIONS OF NURSING MODULES**

### **COMMUNITY NURSING SCIENCE**

**CBN level 1 (11M1, 12M1)      Credits: 24**

**Purpose:** To prepare nurse practitioners to function at primary health level of care within comprehensive framework of the District Health Services

**Contents:** National Plan and systems available in South Africa Principles and elements of Primary health care, Intersectoral collaboration, community participation, comprehensive health care and principles related to: Prevention, promotive, curative and rehabilitation. Health legislation and other related legislation that affects the health status of communities, community-based services Batho Pele Principles, Expanded Immunisation Programme, environmental and personal hygiene, family study, prioritisation of health needs, effective collaboration with community and multidisciplinary team, HIV/AIDS (prevention and health promotion), community assessment, planning, implementation and evaluation, community project, GOBIFF, NUTRITION, first aid and emergency midwifery, emergency psychiatry, TB.

Historical overview of the development of Community Nursing Sciences, International health service, South African Health Policy guidelines integrated management of childhood infections, White Paper for the transformation of health system in South Africa, District Health Systems, Comprehensive health care systems, home based care, opportunistic infections, introduction to health education, epidemiology.

**Instruction:** Group discussions, experiential learning, problem based learning and field trips, and lectures.

**Assessment:** Formative and summative evaluation. Continuous assessment through projects, peer group teaching/learning, workbooks, assignments, Tests Health education talks. Practical examination and One x 3 hour written examination in June and November, internally moderated.

**CBN level 2 (21M1, 22M1) Credits: 24**

**Purpose:** Learners credited with this module will be able to assess, plan, implement and evaluate nursing interventions in the care of clients in specialised settings, with common physical problems identified through comprehensive community assessment

**Content:** Demography, epidemiology and community development, physical assessment, Maternal, child health and women's health, School health services, youth and adolescent health, occupational health services, care of the aged, family planning services, care of clients in urban, peri urban and rural communities, Care and management of HIV positive clients including ARV treatment, essential drug list, genetic services, family health, family violence, common problems in the community, economic influences on community nursing. Communicable diseases. Demographic aspects and health care statistics, prevention of communicable diseases. Tuberculosis control (MDR,XDR). Contemporary issues in health care policy and health care delivery.

**Instruction:** Group discussions, experiential learning, problem based learning, field trips, and lectures

**Assessment:** Formative and summative evaluation. Continuous assessment through projects, peer group teaching/learning, workbooks, assignments, tests Health education talks. Practical examination and one x 3 hour written examination in June and November externally moderated.

**PRIMARY HEALTH CARE**

**PHC 41M1, 42M1 Credits: 32**

**Purpose:** To equip the learner with counselling and management skills for provision of primary health care services, and thorough understanding of district health systems.

**Content:** Prevention, diagnosing, and management and treatment of Drug Resistant TB (MDR and XDR) and HIV/AIDS in Primary health care setting. Recognition of common opportunistic infections required for clinical staging and for initiation of ART. Management of HAART. Management Use of mass media in health education, Indicator driven health information systems, health care partnerships (traditional and voluntary organisations). Ethics and health promotion. WHO staging in patient management.

**Instruction:** Group discussions, experiential learning, problem based learning

**Assessment:** Formative and summative. Continuous assessment through projects, peer group teaching/learning, workbooks, assignments, Tests Health education talks. One x 3 hour written examination in June and November.

### **GENERAL NURSING SCIENCE**

#### **Level 1 (Nun 11M1, 12M1) Credits: 24**

**Purpose:** Learners credited will be able to apply basic nursing knowledge and skills in the provision of scientific nursing care, using the nursing process, to individuals and families throughout the health-illness continuum in all stages of life.

**Content:** Introduction to the foundation of nursing, history of nursing in South Africa, Health and illness: Different views of health and illness, including cultural determinants relevant to communities served, impact of disease on families, communities and society. Professionalism and legal framework, ethical issues in nursing practice, therapeutic environment, interpersonal skills, communication skills, basic human needs, theoretical foundations, (Maslow, Orem, Activities of daily living, Henderson) basic nursing skills including assessment, infection control, universal precautions, nutrition throughout the life cycle. Medico-legal hazards, care of the terminally ill, the unconscious patient. Haemorrhage, first aid, cardiopulmonary resuscitation. Introduction to midwifery.

**Instruction:** Group discussion, role play, lectures, case studies and demonstrations.

**Assessment:** Tests, assignments, class participation, and 1 three hour examination, internally moderated, and OSCE, in June and November.

#### **Level 2 (Nun 21M1, 22M1) Credits: 32**

**Purpose:** To equip learners with knowledge and skills to care for individuals and families in all settings, using the scientific approach. To enable students extend and integrate the subject content of first year with other nursing sub disciplines, related social, natural, and biological sciences and relevant medicine and surgery to provide a scientific basis for the cognitive, psychomotor and affective skills required for comprehensive nursing, of patients in various groups whose capacity for meet their own needs is compromised, completely, or partially, by an inherited or acquired physical illness or injury to formulate nursing care plans and discharge plans involving families.

**Contents:** Focus is on principles of nursing care and preventive measures of clients with acute and chronic disease problems, as well as rehabilitation needs, of the respiratory system, cardiovascular system, gastro-intestinal and liver conditions, and the urinary system. Conditions related to blood disorders. Management of patients undergoing major general surgery, including pre and post operative care for specific procedures; burn injuries. Dietary requirements in various conditions. Relevant aspects of professional practice, medicolegal hazards and pathophysiology, and basic and behavioural sciences are integrated.

**Instruction:** Group discussion, role play, lectures, case studies/ scenarios and demonstrations, self -directed activities

**Assessment:** Tests, assignments, class participation and 1 three hour examination, internally moderated, and OSCE, in June and November.

**Level 3 (NUN 31M1, 32M1) Credits:32**

**Purpose:** To equip learners with knowledge and skills to be able to take care of clients with a variety of problems related to sensory-perceptual alterations mobility and cancer, child nursing, trauma and emergencies. To enable students to draw nursing care plans and discharge plans involving families.

**Contents:** Focus is on principles of prevention, promotive and curative nursing care, of patients with acute and chronic disease problems, as well as rehabilitation needs for clients with sensory perceptual problems: eyes, ears, skin (Ophthalmology, dermatology) male and female reproductive problems, paediatric nursing, the critically patient, trauma and emergencies in medical and surgical wards. Endocrine and metabolic problems, oncology. Neurological nursing. Management of patients receiving specific medications for the conditions.

**Instruction:** Lectures, demonstrations, small group discussions, case studies, problem-based learning, presentations, self –directed learning.

**Assessment:** Tests, assignments 1 three hour paper externally moderated in June and November. Practical examination.

**PSYCHIATRIC NURSING SCIENCE**

**PNS (31M1, 32M1) Credits:32**

**Purpose:** To prepare learners for provision of nursing care to individuals with common mental health problems, conduct a community profile for detection and management of clients at risk of mental illness and provision of continued mental health care for community based clients.

**Content:** Legal Aspects, Admission procedures, causes, classification and general symptomatology of psychiatric conditions. Theories and theoretical frameworks applicable to psychiatric nursing, ethical dilemmas, assessment, treatment modalities and strategies, management of specific behavioural problems, and of specific clinical syndrome e.g. Schizophrenia, mood disorders.

**Instruction:** Lectures, demonstrations, small group discussions, case studies, problem-based learning, presentations, self –directed learning.

**Assessment:** Tests, assignments 1 three hour paper internally moderated in June and November. Practical examination.

**PNS (41M1, 42M1) Credits:32**

**Purpose:** To conduct a community profile for detection and management of clients at risk of mental illness and provision of continued mental health care for community based clients

**Content:** Pharmacological management of clients. Stress, anxiety and coping, mental retardation and community mental health. Management of high risk groups: adolescent, people living with HIV/AIDS, unemployed, substance abuse. Multidisciplinary approach.



**Instruction:** Lectures, demonstrations, small group discussions, case studies, problem-based learning, presentations, self-directed learning.

**Assessment:** Tests, assignments 1 three hour paper externally moderated in June and November. Practical examination.

## **MIDWIFERY**

### **MNS (31M1, 32M1) Credits: 32**

**Purpose:** To enable the students to function as competent practitioners in regard to women's health issues as well as the child bearing processes within the primary health framework and hospital setting.

**Content:** Normal pregnancy and normal labour, women's health and women's rights, history of midwifery, anatomy and physiology affecting conception and child birth, ante natal care, HIV/AIDS and pregnancy, prevention of mother to child transmission (PMTCT), normal labour and partogram, application of South African Nursing Council regulations, immediate care of the newborn and mother, normal puerperium, prevention of complications that may arise, minor disorders of the neonate. The normal newborn baby, feeding and care of babies born of HIV/AIDS mothers.

**Instruction:** Lectures, demonstrations, small group discussions, case studies, problem-based learning, presentations, self-directed learning.

**Assessment:** Tests, assignments 1 three hour paper internally moderated in June and November. Practical examination

### **MNS (41M1, 42M1) Credits: 32**

**Purpose:** Be able to identify abnormalities in midwifery and manage her baby during prenatal, intra-natal and post natal period.

**Content:** Abnormalities during labour: Presentation, disordered uterine action, prolonged and obstructed labour, augmentation and induction of labour, complications of labour, management of medical conditions during pregnancy and labour, active management of 3rd stage of labour, and management of obstetric emergencies. Complications of the puerperium according to the national guidelines. Postpartum haemorrhage, subinvolution, puerperial sepsis, psychosis, breast infections, urinary and vaginal complications. Management of ARVs in pregnancy and delivery, ARVs in neonates. Pain relief in labour, Surgical and operative procedures Abnormalities of the neonate, termination of pregnancy, ethical legal and administrative aspects, genetic disorders –health education

**Instruction:** Lectures, demonstrations, small group discussions, case studies, problem-based learning, presentations, self-directed learning.

**Assessment:** Tests, assignments 1 three hour paper externally moderated in June and November. Practical examination.

## **PHARMACOLOGY**

### **PRN (21M1, 22M1) Credits: 24**

**Purpose:** To introduce and guide prospective nurse practitioners in the safe and effective use of pharmaceutical agents

**Topics covered:** Introduction, pharmacokinetics, pharmacodynamics, the autonomic nervous system; sympathetic NS, The autonomic NS; parasympathetic

**Antimicrobials:** Antibiotics, anti TB drugs, anti fungal, antiviral. Anti-asthmatic drugs, drugs for hypertension. Drugs for treating heart failure, angina pectoris, myocardial infarct, anti coagulants, thrombolytic and anti platelet drugs. GI tract: PUD, diarrhoea/constipation, IV fluids, ORT. Gastroenteritis, cholera, typhoid, shigellosis, amoebic dysentery. Narcotic and non-narcotic analgesics; NSAIDs, RA, OA, gout. Epilepsy: anticonvulsants, febrile convulsions, meningitis. Antipsychotics, sedative-hypnotics, antidepressants. Diabetes: thyroid, adrenal and pituitary gland. Oral contraceptives, dysmenorrhoea, oxytocic agents. STIs, HIV/AIDS, PID; metronidazole.

**Instruction:** Lectures, demonstrations, small group discussions, case studies, problem-based learning, presentations, self-directed learning.

**Assessment:** Tests, assignments 1 three hour paper internally moderated examination paper, in June and November.

## **UNIT MANAGEMENT**

### **NUM 32M1: Credits 16**

**Purpose:** Management of care: To enable the learner to manage the human and material resources within a nursing unit, implementing appropriate policies, functioning within the ethical, legal and professional frameworks

**Content:** Acts affecting health provision and care, management of a nursing unit, management systems, provision of optimum care to patients, evaluation of quality of nursing unit management, leadership, supervision, disaster management, clinical teaching, staff allocation, report writing, conflict management, budgeting, stock control.

**Instruction:** Lectures, group discussions, role play, field-based learning experiences, problem based learning, case study analysis.

**Assessment:** Tests, assignments, 1 three hour paper internally moderated examination paper, in November.

## **UNIT MANAGEMENT and ETHICS Credits: 16**

### **NUM 42M1**

**Purpose:** To guide the students so that they will to recognise ethical theories and principles and how they apply to practice. That they develop skills in ethical decision making, bringing to bear critical thinking skills, and also develop an understanding of the nature of rights, responsibilities and obligations and how they operate within society and health care. Have ability to recognise and analyse ethical issues in nursing practice.

**Content:** Content should address the philosophical and professional foundations of ethics. Include relevant ethical theories e.g. major theories deontology and utilitarianism and applicable principles. Human rights and special groups and circumstances: the right to life, individuals seeking termination of pregnancy, the elderly and children's rights, religious and sex orientations, substance abusers and HIV/AIDS sufferers are some of examples. Transcultural nursing. Cultural emphasis on informed consent and autonomy- NUREMBERG Code.

**Instruction:** Scenarios, problem-based learning, case studies, students experiences and how the issues came about and outcome, self-directed learning, lectures.

**Assessment:** Tests, assignments, 1 three hour paper externally moderated examination paper, in November.

### **SOCIAL SCIENCES**

**Psychology, sociology and anthropology modules:           Credits: 60**

**Purpose:** To help the student understand how the combination of biological, psychological and socio-cultural factors motivate human behaviour, and determines the manner in which the human individual reacts to situations.

**Content:**  
Basic concepts of sciences of human behaviour which have relevance for the behaviour of people in matters of health.

### **BIOLOGICAL SCIENCES: Credits: 72**

Anatomy, physiology, medical biophysics and biochemistry, microbiology and parasitology

**Purpose:** To provide understanding of the normal structure and functioning of the body systems to maintain homeostasis, and application of physical laws to nursing. To introduce student to the basic knowledge of pathogens and to techniques for prevention of infection.

### **RESEARCH NURSING**

**Research methodology:           RPN 32M1   16 credits**

**Purpose:** To introduce the students to research methods commonly used in nursing

**Content:** Nature and function of Nursing research, classification, designing nursing research, writing of a research proposal, introduction to qualitative and quantitative data analysis, conducting a mini research study

**Instruction:** Lectures, self-study, class activities

**Assessment:** Tests and assignments, one three- hour paper at end of module-November

**Research Project:           BPM 42M1    16 credits**

Students work in groups on a specific research topic.

## **ADVANCED UNIVERSITY DIPLOMA IN NURSING SCIENCE**

### **Purpose of the Programme**

This programme is aimed at training registered nurses for planning, management and education in nursing or in nursing services at hospital and community level.

### **Summary of Courses**

<b>QUALIFICATION/ COURSES</b>	<b>CODES</b>	<b>CREDITS</b>
<b>Advanced Diploma in Nursing</b> Option 1 – Nursing Management & Community Health Nursing		
<b>First Year</b>		
Nursing Management I	ADN 11M1	16
	ADN 11M2	16
Nursing Education I	EDN 11M1	16
	EDN 11M2	16
Community Health Nursing Science I	CHN 11M1	16
	CHN 11M2	16
Introduction to Micro Economics	ECO 10M1	15
Principles of Learning and Teaching	EDU 16M1	12
Psychology of Learning and Teaching	EDC 16M0	12
Introduction to Social Concepts, Perspectives & Soc	SOC 12M1	08
Population and Rural Urban Development	SOC 13M2	08
Introduction to Public Administration	PAD 10M1	16
Public Management & Leadership	PAD 10M2	16
Public Sector Management Skills	PAD 13M2	16
Computer Skills	CNN 11M2	08
		<b>(120)</b>
<b>Second Year</b>		
<b>Part-time Students – all courses</b>		
Nursing Management II	ADN 21M1	16
	ADN 22M2	16
Community Health Nursing Science II	CHN 21M1	16
	CHN 21M2	16
Nursing Education II	EDN 21M1	16
	EDN 21M2	16
Computer Skills	CNN 21M2	08
Nursing Dynamics	NUD 21M1	08
	NUD 21M2	08
Introduction to Research	IRM 21M1	08
Psychiatric Nursing Science I	PNN 11M1	16

<b>QUALIFICATION/ COURSES</b>	<b>CODES</b>	<b>CREDITS</b>
	PNN 11M2	16
Understanding Human Behaviour (Psychology)	PSY 11M1	08
Determinants of Human Behaviour (Psychology)	PSY 13M2	08
Classical Social Theories	SOC 22M1	08
Population and Social Defferentiation HIV	SOC 28M2	12
		(120)

### **Delivery mode**

Tutorial presentations in class group discussions, teachings and managements sessions in hospitals under the supervision of lecturers.

### **Methods of Assessment**

#### **First Year**

One (1) paper of 3 hours duration for each module. In addition, a comprehensive oral examination in Nursing Administration and Community Health Nursing.

#### **Second Year**

One (1) paper of 3 Hours duration for each module. In addition, a comprehensive oral examination in Nursing Administration and Community Health Nursing.

Continuous evaluation through tests, assignments and group work contributes towards a semester mark.

## **BACHELOR OF MEDICINE AND BACHELOR OF SURGERY (MBChB)**

The curriculum at the Faculty of Health Sciences of the Walter Sisulu University is an innovative problem-based and community-based education programme. This curriculum extends over at least six academic years of full-time study. All new entrants into the Bachelor of Medicine and Bachelor of Surgery training programme shall follow the new six year curriculum.

### **Admission procedure**

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

### **National Senior Certificate (NSC)**

NSC achievement rating, at **first attempt**, of at least -

### **Compulsory Subjects**

5(60-69%) in English at Home language or First Additional language

5(60-69%) in Mathematics

5(60-69%) in Physical Sc

5(60-69%) in Life Sciences

5 (60-69%) in two non-Life  
Orientation subjects

Good performance in Grade 11 end-of-year examinations and Grade 12 mid-year/trial examinations will be a recommendation. Matric must be passed at the first attempt within two years of the closing date of the application

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

### **Post Matric Applicants**

A limited number of students with appropriate degrees may be considered for admission.

Graduate students are assessed on the basis of their post-matric results as well as their matriculation results.

### **Matric Compulsory Subjects**

4(50-59%) in English at Home language or First Additional language

4(50-59%) in Mathematics

4(50-59%) in Physical Sc

4(50-59%) in Life Sciences

4(50-59%) in two non-Life  
Orientation subjects

Applicants are assessed with a scoring system that includes the NQF level of post-matric qualification, the CESM category of the qualification, and the time taken to complete the course (vis-a-vis the duration of the course).

### **Selection Procedure**

A selected number of candidates will be recommended to the Faculty Admissions Committee.

**Final selection for admission.**

The Admission point scores will be used for final selection for admission. The recommendations of the Faculty Admissions Committee for admission will be final.

The closing date for MBChB applications will be 30 September.

Please note that it is the responsibility of the applicant to provide the University with official results. No applications will be processed without results.

Grade 11: end-of-year results

Grade 12: June

Grade 12 final results

Diploma / Degree end-of-year results

**Registration**

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

**BACHELOR OF MEDICINE AND BACHELOR OF SURGERY (MBChB) CURRICULUM – RULES AND DELIVERY.** There are small group tutorials, laboratory classes, projects, clinical clerkships, patient presentations, bedside clinical teaching, clinical procedures, grand round presentations, seminars and a few lectures. The curriculum is student-centred, problem-based, integrated, community-based, has electives and has self-directed learning. There is early exposure of students to clinical practice, diagnostic disciplines (Chemical Pathology, Haematology, and Radiology) and community-based education.

**Programme Organisation and Delivery**

The medical curriculum is divided into **3 phases** as follows:

**Phase I**

Year 1	-	36 weeks
Year 2	-	39 weeks

**Phase II**

Year 3	-	36 weeks
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**Phase III**

Year 4	-	36 weeks
Year 5	-	44 weeks
Year 6	-	36 weeks

**Total time dedicated to teaching and learning: 227 weeks.**

In addition, the examinations in the MBChB programme are by their nature also learning opportunities for the student.

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

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

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

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

**Year 1 - 131 credits**

**Semester 1**

**This is an introductory phase that is predominantly discipline based:**

Human Behavioural Science and Medical Ethics	BEH 11M1	(12 credits)
Medical Physics	MPH 11M2	(13 credits)
Medical Chemistry	MCH 11M3	(13 credits)
Medical Biology	BIM 11M4	(13 credits)
Communication and Clinical Skills	CCS 10M5	(12 credits)
		<b>(63 credits)</b>

This foundation phase is designed to link the prior learning of the student with new concepts to meet the goals and objectives of the Faculty of Health Sciences

**Delivery modes**

During the first semester, the delivery modes will include didactic lectures, laboratory practical classes, tutorials, worksheets, and seminars.

**Assessment**

**Continuous Assessment (Year Mark)**

Continuous assessment will constitute the Year Mark. It will consist of progressive tests, laboratory practical class assessment, tutorial process assessment, seminar process assessment, and project assessment.

**Summative Assessment (Examination Mark)**

**Admission to the Examination:**

As per general university rule G20. 1.1 – a student qualifies to be admitted to the end of block examination only if he/she has obtained a continuous assessment (Year Mark) of at least 40%.

A written examination will be given in each of the first semester courses at the end of the semester



**Final Mark Computation:**

Year Mark	60%
Examination mark	40%

**Final Mark Obtained:**

50%	<b>Action</b> Pass
45% - <49%	Fails but qualifies for supplementary
<45%	Fails

**Progression**

All students will progress to the second semester courses irrespective of the grade attained in the foundation courses.

A student who qualifies for a supplementary examination in a first semester foundation course will write the supplementary examination at the end of the first semester.

**Semester 2**

Cell Biology and Cell Metabolism	CBM 12M1	(30 credits)
Nutrition, GIT and Metabolism	NGT 12M2	(38 credits)
		<b>(68 credits)</b>

These courses mark the beginning of the integrated curriculum offered in a problem-based format.

**Delivery Mode**

In the second semester, the delivery mode will include the integrated problem based small group tutorials, interactive lecture sessions, laboratory practical classes, worksheets/seminars, and community base education and service.

**Attendance**

All students are advised to attend all scheduled lectures.

**Tutorials, clinical skills sessions, seminars and laboratory classes are compulsory.**

**Admission to the Examination:**

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

- (a) must attend at least 85% of the tutorials
- (b) must attend at least 85% of the laboratory class sessions
- (c) As per general rule G20.1.1, a student qualifies to the examination at the end-of the block only if he/she has obtained a continuous assessment mark of at least 40%.

**Integrated Assessment**

The assessment is in line with the way students are taught and also with the way students will work after completion of the programme. There is both formative and summative assessments with an emphasis on the formative. OSPE/OSCE, MEQ and IPA are the cornerstones of assessment in our innovative problem-based learning and community-based education curriculum. The aim is towards an integrated form of examination at the end of each block, where multiple disciplines are examined at the same time, rather than only discipline-based examination.

NB: OSPE = Objective Structured Practical Examination  
OSCE = Objective Structured Clinical Examination

MEQ	=	Modified Essay Questions
IPA	=	Individual Process Assessment

### **Continuous Assessment (The Year Mark)**

There will be continuous assessment consisting of tutorial assessment, integrated MEQ papers, Laboratory class assessments, participation in seminars and report write up during the blocks.

### **Computation of the Year Mark (60% of the final Mark)**

The Year Mark will be made up as follows:

Tutorial Assessment:	10%
MEQ Papers	45%
Laboratory Practical Class Assessment:	5%

### **Examination Mark**

The OSPE and the IPA will constitute the examination mark. The OSPE will be written at the end of each block. A common IPA examination will be written at the end of each semester and will be externalised.

### **Computation of the Examination Mark (40% of the Final Mark)**

Examination mark will be made up as follows:

IPA papers:	20% (IPA I=13%; IPA 2 II=7%)
OSPE paper	20%

<b>Final Mark Obtained</b>	<b>Action</b>
50%	Pass
45 - 49%	Fails but qualifies for supplementary exam
<45%	Fail and does not qualify for supplementary

### **Promotion**

For entry into the second year of study, a student must have passed all the courses prescribed for the first year of study

### **Supplementary Examination**

A student shall be admitted to a supplementary examination in the course failed provided he/she has obtained a final mark of between 45% and 49% and at least 40% in both OSPE and IPA – the components for the final exam.

Supplementary examinations will be written at the end of each semester for both the first and second semester courses

A student will not be allowed to sit for a supplementary examination in more than three Year 1 registered courses.

### **Repeating the year**

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

### **Exclusion**

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

**Year 2 - 128 Credits**

In Year 2, learning will take place in an integrated manner consisting of six blocks:

Musculoskeletal	MSK20M2	(23 Credits)
Neurosciences	NHN20M1	(27 Credits)
Community-Based Education and Service (COBES) I	COB20M3	(16 Credits)
Cardio Respiratory	CRS20M5	(25 Credits)
Renal and Reproduction	RBR20M4	(25 Credits)
Clinical Skills I	CLS 20M6	(12 Credits)
		<b>(128 credits)</b>

**Attendance**

All students are advised to attend all scheduled lectures.

**Tutorials, clinical skills sessions, seminars and laboratory classes are compulsory.**

**Admission to the Examination:**

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

- (a) must attend at least 85% of the tutorials
- (b) must attend at least 85% of the laboratory class sessions
- (c) As per general rule G20.1.1, a student qualifies to the examination at the end-of the block only if
- (d) he/she has obtained a continuous assessment mark of at least 40%.

**Integrated Assessment**

The assessment is in line with the way students are taught and also with the way students will work after completion of the programme. There is both formative and summative assessments with an emphasis on the formative. OSPE/OSCE, MEQ and IPA are the cornerstones of assessment in our innovative problem-based learning and community-based education curriculum. The aim is towards an integrated form of examination at the end of each block, where multiple disciplines are examined at the same time, rather than only discipline-based examination.

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

**Continuous Assessment (The Year Mark)**

There will be continuous assessment consisting of tutorial assessment, integrated MEQ papers, Laboratory class assessments, participation in seminars and report write up during the blocks.

**Computation of the Year Mark (60% of the final Mark)**

Tutorial Assessment:	10%
MEQ Papers	45%
Laboratory Practical Class Assessment:	5%

### **Examination Mark**

The OSPE and the IPA will constitute the examination mark. The OSPE will be written at the end of each block. A common IPA examination will be written at the end of each semester and will be externalized.

IPA papers:	20% (IPA I=13%; IPA 2 II=7%)
OSPE paper	20%

<b>Final Mark Obtained</b>	<b>Action</b>
50%	Pass
45 - 49%	Fails but qualifies for supplementary exam
<45%	Fail and does not qualify for supplementary

### **Supplementary Examination**

A student shall be admitted to a supplementary examination in the course failed provided he/she has obtained a final mark of between 45% and 49% and at least 40% in both OSPE and IPA – the components for the final exam.

Supplementary examinations will be written at the end of each semester for both the first and second semester courses.

### **Computation of the Supplementary Examination Mark.**

The Supplementary Examination Mark will be made up as follows:

Continuous Assessment (Year Mark)	60%
OSPE	20%
IPA	20%

A student must obtain a mark of 50% and above in order to pass the supplementary examination.

### **Promotion**

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

### **Repeat the Year**

A student who fails **three or less** of the courses prescribed for Year 2 will be allowed to repeat the year.

### **Exclusion**

A student who fails **four or more** of the courses prescribed for Year 2 shall be excluded on academic grounds.

## **Year 3 - 132 Credits**

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

The following courses will be offered:

Man, Environment, Stress, Adaptation and Disease	MEA 30M1	(30 Credits)
Disorders of Growth, Cardiovascular and Respiratory	GCR 30M2	(24 Credits)
Disorders of Alimentary System and of Genitourinary Tract	AGU 30M3	(24 Credits)
Community- Based Education and Service (COBES) II	COB 30M4	(12 Credits)
Clinical Skills II	CLS 30M5	(12 Credits)
Community Medicine I	COM 30M7	(08 Credits)
Neuro-Endocrine, Skin and Musculoskeletal Disorders	DSM 30M8	(22 Credits)
		(132 credits)

### **Course Components**

The thematic courses (Abnormal structure and function), which are year courses including four disciplines:

Anatomical Pathology, Chemical Pathology, Medical Microbiology and Pharmacology. The activities for these four disciplines run in a parallel integrated fashion with some common activities such as tutorial sessions and some discipline-based activities such as laboratory practical classes and resource sessions.

### **Course Activities**

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

### **Attendance**

All students are advised to attend all scheduled resource sessions, **BUT** attendance to tutorials, laboratory practical class sessions, clinical skills sessions and COBES is compulsory.

### **Course Assessment**

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

### **Assessment Components**

The Continuous assessment for the year includes the following exercises:

- (a) 4 Tutorial assessments,
- (b) Integrated MEQ Assessment,
- (c) 4 On-going integrated practical assessments (OGPA)
- (d) Mid-year IPA.

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

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

Continuous assessment (60% of the final mark) will be made

up of: Tutorial assessment	(20%)
End of term MEQ Assessments	(50%)
On-going Laboratory Class Assessments (OGPA	(5%)
Midyear IPA	(25 %)

### **Entry to the End of the Year Examinations**

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

- 85% of the tutorial attendance
- 85% of the practical session attendance
- A sub minimum of 40 % in the continuous assessment in each of the disciplines (Anatomical Pathology, Chemical Pathology, Microbiology and Pharmacology).

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

OSPE (integrated disciplines)	15%
Final IPA 1 and 2 (50:50)	85%

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

### **Final Mark**

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

Pass	>50%
Fail; qualify for supplementary	>45 - 49%
Fail	<45%

### **Supplementary Exams**

To be eligible for supplementary Exam the candidate must:

- Pass at least 3 of the 7 courses for the year.
- Obtain a subminimum of 40 % in year mark of the courses (s) to be supplemented and
- A final mark of more than 44% in the courses to be supplemented. Final results will be subjected to decisions according to the university rules.

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

A student reaching a final mark between 45% and 49% in any of the four integrated disciplines qualifies for supplementary exam only if he/she has obtained more than 40% in the final IPA. A student with <40% in the final IPA will not be eligible for supplementary examination and the four specific courses will be considered as "failed".

The Supplementary Examinations for the eligible candidates will be written at the end of the academic year.

The supplementary Examinations for integrated courses comprise of:

- OSPE** for the specific courses(s) to be supplemented, contributing with 20% of the supplementary Exam mark; and

- **IPA** (All integrated subjects), Contributing with 80% of the supplementary Exam mark.

#### **Final Marks after Supplementary Examination**

The mark obtained in the supplementary MEQ paper will constitute 40% of the final mark of the course supplemented which will be combined with the Year mark for that course (60%).

Final mark = Year mark (60%) + Supplementary Examination Mark (40%)

#### **Promotion Decisions**

The promotion decisions are based on the re-calculated Final Mark after supplementary exams.

The addition of 60% year mark + 40% supplementary Exam must reach 50% for the candidate to pass.

- Pass	> 50%
- Fail	< 50%
- Repeat/Exclude	< 45%

A student must pass all the course prescribed for Year 3 before proceeding to Year 4

#### **Repeating**

A student must pass at least 4 of 8 prescribed courses for Year 3 to be eligible to repeat the year.

#### **Exclusion**

A student who fails five (5) or more courses prescribed for Year 3 will be excluded on academic grounds.

### **PHASE III (Year 4 to Year 6)**

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

#### **Year 4 -144 Credits**

Internal Medicine I	ITM 40M2	(24 Credits)
Obstetrics and Gynaecology I	OBG 40M3	(24 Credits)
Psychiatry I	PCY 40M4	(24 Credits)
Paediatrics and Child Health I	PDT 40M5	(24 Credits)
General Surgery and Radiology I	SUR 40M6	(24 Credits)
Community Medicine II	COM 40M7	(12 Credits)
Forensic Medicine	FRM 40M8	(12 Credits)
		<b>(144 credits)</b>

#### **Assessment**

##### **Continuous Assessment**

For the clinical disciplines, there will be continuous assessment consisting of tutorial assessment, assessment of logbooks, and assessment of case write up, and over-all attendance.

For the non-clinical disciplines (Forensic Medicine and Community Medicine) continuous assessment will consist of tutorial assessment, assessment of case write-up and over-all attendance

##### **Year mark (60% of the Final Mark)**

For Clinical disciplines with the exception of Psychiatry, the Year Mark will be computed as follows: Continuous assessment: 20%

OSCE	20%
MEQ Papers	20%

For Psychiatry, the Year Mark will be computed as

follows: Continuous Assessment:	30%
MEQ Papers:	30%

For the non-clinical disciplines (Forensic Medicine and Community Medicine), the Year Mark will be computed as follows:

Continuous Assessment:	60%
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#### **Examination Mark (40% of the Final Mark)**

For all the clinical disciplines, the IPA will constitute the Examination Mark. The IPA examination will be conducted at the end of each block.

For the non-clinical disciplines (Forensic Medicine and Community Medicine), the MEQ will constitute the Examination Mark. The MEQ examination will be written at the end of the block.

<b>Final Mark Obtained</b>	<b>Action</b>
50%	Pass
<50 %	Fail

#### **Supplementary Examination**

A student who fails either Forensic Medicine or Community Medicine will be permitted to sit for a supplementary examination in the course he has failed provided the final mark was not less than 45%

#### **Repeating Courses**

A student who passes Forensic Medicine and Community Medicine but fails **not more than two** clinical courses at Year 4 will repeat and pass the failed courses within the year before proceeding to Year 5

#### **Promotion:**

A student must pass in all the courses prescribed for Year 4 before proceeding to Year 5.

For the clinical disciplines, a student must pass both the clinical (OSCE and IPA) and theory (MEQ) components of the examination, in addition to obtaining an overall mark of fifty percent (50%) or more

#### **Repeating a Year**

A student who passes Forensic Medicine and Community Medicine but fails three (3) or more clinical courses at Year 4 shall repeat the year including repeating all the clinical blocks already passed.

A student who fails the repeat clinical courses at Year 4 shall repeat the year and repeat all the courses offered in that year.

#### **Year 5 – 140 Credits**

Orthopaedics	ORT 51M1	(12 Credits)
Anaesthesiology	ANA 51M2	(12 Credits)
Ophthalmology	OPH 51M3	(12 Credits)
Otorhinolaryngology	OTO 51M4	(12 Credits)
Family Medicine I	FME 51M5	(12 Credits)



Integrated Longitudinal Community Clerkship	ILC 52M6	(72 Credits)
Electives	ELT 50M7	(08 Credits)

### **Electives**

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

### **Assessment**

#### **Continuous Assessment**

There will be continuous assessment consisting of tutorial assessment, assessment of logbooks, and assessment of case write up, and over-all attendance for the Clinical Disciplines.

#### **Year mark (60% of the Final Mark)**

The Year mark will computed as follows: Continuous

assessment:	20%
OSCE	20%
MEQ Papers	20%

(There is no MEQ in the integrated longitudinal Community Clerkship. The year mark consists of the continuous assessment and the OSCE)

#### **Examination Mark (40% of the Final Mark)**

The IPA will constitute the examination mark. The IPA examination will be written at the end of each block.

<b>Final Mark Obtained</b>	<b>Action</b>
50%	Pass
<50 %	Fail

### **Promotion**

A student must pass both the clinical and theory components of the examination in addition to obtaining an overall mark of fifty percent (50%) and more in all the courses prescribed for Year 5 (with the exception of integrated longitudinal community clerkship where there is no MEQ – the theory paper) before proceeding to Year 6

### **Supplementary Examination**

A student who fails to obtain fifty per cent (50%) but obtains forty-five per cent (45%) or more in any of the courses offered in Year 5 (with the exception of the Integrated Longitudinal Clinical Clerkship) shall be given a supplementary examination.

### **Repeating Courses**

A student who fails one or two courses (with the exception of the Integrated Longitudinal Clinical Clerkship) will repeat and pass failed courses within the year before proceeding to Year 6

### **Repeating the Year**

If a student fails three (3) or more Surgical Specialty courses, he/she repeats the year.

A student who fails the Integrated Longitudinal Clinical Clerkship will have to repeat the year including all the courses already passed.

If a student fails a repeat course, the student repeats the year including repeating the courses already passed.

**Year 6 - 144 Credits**

Family Medicine II	FME 60M1	(24 credits)
Internal Medicine II	ITM 60M2	(24 credits)
Obstetrics and Gynaecology II	OBG 60M3	(24 credits)
Psychiatry II	PCY 60M4	(24 credits)
Paediatrics and Child Health II	PDT 60M5	(24 credits)
General Surgery and Radiology II	SUR 60M6	(24 credits)

A student shall register as a Student Intern with the Health Professions Council of South Africa (HPCSA) at the beginning of the year.

**Assessment**

**Continuous Assessment**

There will be continuous assessment consisting of tutorial assessment, assessment of logbooks, and assessment of case write up, and over-all attendance.

**Year mark (60% of the Final Mark)**

The Year mark will be computed as follows:

Continuous assessment:	20%
OSCE	20%
MEQ Papers	20%

(Psychiatry does not hold an OSCE examination. The Year Mark consists of continuous assessment and the MEQ)

**Examination Mark (40% of the Final Mark)**

The IPA will constitute the examination mark. The IPA examination will be written at the end of each block.

<b>Final Mark Obtained</b>	<b>Action</b>
50%	Pass
<50 %	Fail

**Promotion**

A student must pass all the courses before they graduate

At MBChB VI, a student must pass both clinical and theory components of the examination, in addition to obtaining an overall mark of fifty per cent (50%) or more, to pass the block(s).

**Repeating the Course**

A student who fails less than three (3) courses shall repeat those courses at the beginning of the following year with the level VI students.

**Repeating the Year**

A student who fails three (3) or more clinical courses registered for the year will repeat the failed courses. A student who fails a course he/she is repeating will register for the year and repeat the failed course(s).

**Exclusion**

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

**The grandaund shall subscribe to the following declaration before graduation:**

"As a graduate in Medicine of the Walter Sisulu University, I do solemnly declare:

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

## **POSTGRADUATE DIPLOMAS AND DEGREES**

### **POSTGRADUATE DIPLOMA IN CHEMICAL PATHOLOGY**

(NQF Exit Level 08)

#### **Entry Requirements**

- 1) B Med Sciences, or
- 2) BSc with a strong background in Biochemistry and Physiology. (Other Science graduates with a background in Chemistry and Zoology can also be considered), or
- 3) Medical Technologist with B.Tech.

**Note:** Candidates must provide proof of immunisation to the Hepatitis B virus prior to enrolment in the programme.

#### **Learning Outcomes**

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

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

#### **Summary of Courses**

<b>QUALIFICATION / COURSES</b>	<b>CODES</b>	<b>CREDITS</b>
Research Methodology, Laboratory Management & Quality Control	CLM 41M0	25
Electrolytes, Acid-Base and Renal Pathology	CEA 42M0	20
Nutrition, Gastrointestinal and Hepatobiliary Pathology	CNG 43M0	20
Diagnostic Molecular Biology and Neoplasias	CDM 44M0	15
Endocrinology and Central Nervous System Pathology	CEC 45M0	25
Cardiovascular Pathology and Therapeutic Drug Monitoring	CCP 46M0	15
	<b>TOTAL</b>	<b>(120)</b>

### **Course Activities**

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

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

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

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

### **Assessment of Modules for the Postgraduate Diploma in Chemical Pathology**

Formative Assessment: (accounts for 60% of the final mark)

Regular activities:

20% from seminars and topic reviews

20% from Lab work and teaching participation

20% from test follow-up and write-ups

Summative Assessment Final Exam: (accounts for 40% of the final mark) Module

Final Mark: 60% formative assessment + 40% summative assessments.

## **POSTGRADUATE DIPLOMA IN HEALTH PROMOTION**

### **Entry Requirements**

A degree in Health Promotion (minimum NQF level 7) or, A health or social sciences degree (minimum NQF level 7).

### **Recognition of prior learning**

An undergraduate diploma in health promotion and/or health education, and significant work experience in health and/or social sciences related field recognised by the Department of Public Health.

### **Admission/selection procedure**

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

- The minimum entry requirements
- Clearly identified career goals that are consistent with the anticipated training
- A strong academic record and academic preparation

A selected number of candidates will be short-listed for an interview, after which, recommendations for final selection for admission will be made. The closing date for applications will be 30 September each year.

### **Duration of the Course**

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

### **Registration**

Students who are not fully registered with the University will not be admitted to write tests and examinations.

### **Summary of Courses**

<b>COURSE</b>	<b>CODES</b>	<b>CREDITS</b>
Core Modules		
Epidemiology, Biostatistics, Research	EBR 41M1	16
Contemporary Issues in Health Promotion	CIH 41M2	16
The Social Context of Health Promotion	SCH 42M3	16
The Psychological Basis of Health Promotion	PBH 42M4	16
Health Promotion Project	HPP 42M5	32
Health Promoting Schools	HPS 42M7	16
Policy Development in Health Promotion	PDH 4206	16
		(128)

### **Assessments/Tests/Examinations**

Assessment will be formative and summative. Each module will be assessed and needs to be passed, separately. Any student who without a valid reason with proof and/or without the permission of the programme coordinator/ Head of Department, fails to present him/herself to a class test, practical, assessment will fail such test.

Any student who does not turn up for the examination without prior arrangement with the programme coordinators and/or the Head of Department will fail the examination. In the event of unpreventable causes for default, a valid reason with documented proof will be required for admission into special/supplementary examinations.

### **Weighting of marks**

To enter into an examination a student should have obtained a year mark of 40% or above.

### **Computation of Marks**

All marks shall be expressed as percentages. The assessment programme, its format as well as test dates shall be communicated to the students timeously each year. The year semester mark is the mark obtained during the formative assessments. The combined mark (final mark) in a prescribed course shall be computed from the arithmetic mean year mark obtained for that course and the examination mark.

In line with the university rules for a degree, diploma, or certificate, a student who fails to obtain an exam pass in a prescribed course, obtaining between 40 – 49%, but obtains a combined mark of not less than forty five percent (45%) in it, may be permitted by Senate to present himself for supplementary examination. A student who gets a combined mark of less than 45% has failed and will be required to repeat that particular course/module. A student who gets less than 40% in the exam will be required to repeat that particular course/module regardless of their combined mark.

### **Supplementary Examinations**

Students who fail to obtain 40 – 49% during an examination and a combined mark of not less than 45% may be permitted by senate to present him/her for a supplementary examination. Final supplementary mark will be computed using combined year/semester mark and supplementary examination. A student who fails the supplementary examination (obtaining less than 50%) will be required to repeat the course/module.

### **Articulation Possibilities**

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

### **Exclusion**

A student who fails more than 50% of the prescribed modules for the period of study (one year for full time students, 18 months for part-time students) shall be excluded on academic ground. Any student who fails a prescribed module after 2 attempts shall be excluded from the programme on academic grounds. Any student who fails to complete his/her Postgraduate diploma within the prescribed maximum period of registration for Honours degrees (three years for full time students, four years for part-time students) shall be excluded from the programme.

### **Completion and graduation**

A student who passes all required modules and thus complete a total of 128 credits of the prescribed modules for the program will be considered as have completed the degree. That student will be allowed to graduate.

## HONOURS BACHELOR OF NURSING

The degree is optional for R879 (Regulation of the SANC) product.

### The Purpose

- To strengthen research skills, managerial skills and educational skills acquired at Bachelor's degree level.
- To develop specialisation in the area of interest so as to improve the quality of care through proper planning and input to policy formulation.
- To conduct research for the improvement of nursing and health services and to utilise research for the provision of quality care.
- To increase the understanding of dynamics in health care and health service.

### Entry Requirements

- A bachelor's degree in the field of nursing or equivalent,
- Proof of registration with the South African Nursing Council and proof of membership with any South African Nursing Professional Organisation.

The candidate must have obtained 60% in the area of specialisation or have passed an additional entry examination designed for candidates who obtained less than 60% in the area of specialisation at Bachelor's degree level. Students who have conducted a research project may be credited.

### Summary of Courses

QUALIFICATION / COURSES	CODES	CREDITS
<b>Honours Bachelor of Nursing</b> Option: Nursing Management Nursing and Health Service Management Research Methodology Research Project Computer Skills	 HNM 4000 NRM 4000 RPH 4000 CNN 4001	 48 32 40 08 (128)
<b>Honours Bachelor of Nursing</b> Option: Nursing Education Nursing Education Research Methodology Research Project Computer Skills	 HNE 4000 NRM 4000 RPH 4000 CNN 4001	 40 32 40 08 (120)
<b>Honours Bachelor of Nursing</b> Option: Community Health Nursing Community Health Nursing Research Methodology Research Project Computer Skills	 HCN 4000 NRM 4000 RPH 4000 CNN 4000	 40 32 40 08 (120)



A minimum of 50% final combined mark (aggregate of Year/Semester mark & Exam Mark) for a supplementary a final mark of 45% to 48%

## **BACHELOR OF SCIENCE (HONOURS) (MEDICAL MICROBIOLOGY)**

### **Purpose of the programme**

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

### **Entry Requirements**

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

### **International Students**

A valid study permit.

Proof of assessment of qualification by South African Authority for Qualification Assessment.

## **PROGRAMME STRUCTURE AND CONTENT**

### **Outcomes of the programme:**

After completion of the programme, he/she should have the following:

- A comprehensive understanding of the diagnosis of bacterial infection
- A basic understanding of the interaction between the host and the pathogen and the epidemiology of bacterial infections
- Specific skills relevant to the work done in a medical microbiology laboratory
- An understanding of the research in a medical context and the ability to formulate and execute a research project independently.

### **Summary of Courses**

<b>COURSES</b>	<b>CODES</b>	<b>CREDITS</b>
Advanced Medical Microbiology	MIC41M0	32
Molecular Microbiology	MIC42M0	16
Research Project	MIC43M0	60
<b>Elective Modules - choose one</b>		
Research Methodology	MIC44M0	12
Reading/ Discussions in Med Microbiology	MIC45M0	12
		<b>(120)</b>

### **Assessment**

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

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

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

1. Formative assessment:

60% of the total marks

- a) 20% from the three blocks
- b) 20% from the write-up
- c) 20% from the tutorial and practical participation

2. 40% from the final examination

**Research Project**

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

**Criteria for Pass (P) and Distinction (D)**

Pass mark – 50%. A 50% pass in the research Project component is mandatory. Distinction – 75% and above. Pass in all three components of the above is mandatory.

**Fail (F)**

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

**Supplementary (S)**

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

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

**Enquiries**

Name of programme co-ordinator : Professor SD Vasaikar  
Telephone number : +27 (0) 47 502 4193/2297  
E-mail : [svasaikar@wsu.ac.za](mailto:svasaikar@wsu.ac.za)

## **BACHELOR OF SCIENCE (HONOURS) (BIOCHEMISTRY)**

### **Purpose of the programme**

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

### **Assumption of Prior Learning**

A bachelor's degree in biochemistry or equivalent.

Candidates who obtained bachelor's degree in related fields may enter the program after completing the required level 2 & 3 core courses in biochemistry.

### **Credits required**

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

### **Duration of the programme**

- One academic year (Full time)
- Two academic years (Part time)

### **Summary of Courses**

<b>COURSES</b>	<b>CODES</b>	<b>CREDITS</b>
<b>Core courses:</b>		
Research Project	BCH40M0	60
Seminars in Biochemistry	BCH42M0	30
Biochemical Instrumentation & Techniques	BCH41M0	16
<b>Electives:</b> Choose any two:		
Nutritional Biochemistry	BCH43M0	20
Clinical Biochemistry	BCH44M0	20
Molecular Biochemistry	BCH45M0	20
Biotechnology	BCH46M0	20

### **Exit Level**

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

### **Delivery Mode**

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

### **Attendance**

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

### **Assessments/Tests/Examinations**

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

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

### **Computation of Marks**

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

The continuous assessment mark for the semester/year will be computed using the tests, assignments, practical and other academic activities as determined by the department concerned for prescribed courses and will be informed to the students timeously.

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

### **Supplementary Examination**

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

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

### Recognition of Prior learning

BSc in Physiology or equivalent.

### Duration

One year full time

Two year part time

### Credits required

The candidate must have obtained 60% or above in Physiology courses at Bachelors degree level to be considered for admission.

### Summary of Courses

QUALIFICATION / COURSES	CODES	CREDITS
<b>Bachelor of Science (Hons) Physiological Sciences</b>		
<b>Core Modules:</b>		
Research Project	PIO 42M0	60
Readings in Physiology	PIO 43M0	30
Research Methodology	PIO 44M2	30
		<b>(120)</b>

### Delivery mode

To facilitate understanding of basic concepts in physiology, learning is in the form of seminars, assignments and self - directed learning.

### Attendance

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

### Research Project

It is a core module.

### Course Work

#### a. Seminars

BSc (Hon) students must attend seminars presented by staff and post graduate students and contribute in discussions. BSc (Hon) students will make Departmental seminar presentations of their research proposals. These will be assessed and the mark contributes to Research Methodology final course mark. Class seminar presentations on relevant topics assigned by relevant staff will also be assessed and contribute towards Readings in Physiology final course mark.

**b. Laboratory exposure**

Students will be exposed to research laboratory methods and equipment used within the Department by rotating with different research teams for hands on practicals. Students will be assessed and marks will contribute to the Research Methodology for final course mark

**Assessment**

Lectures, assignments, practical session and write up will be used to teach current topics in physiology relevant to research. Tests will be given by lecturers involved. These marks will form the formative component of the course (60%). There will be final examinations covering content from Research Methodology and Readings in Physiology (examination Paper 2). To be eligible to write the examinations, a student is required to fulfil the following requirements:

- (a) 85% of practical, lecture and seminar attendance
- (b) A subminimum of 40% in the continuous assessment in Readings in Physiology and Research Methodology.

**Research Project**

Examination panel consists of one (1) internal and one (1) external examiner. The average marks of both internal and external examiners contribute towards the final project mark. A student will be required to resubmit the project if he/she has failed to obtain the mandatory 50% in the project.

**Criteria for Pass (P) and Distinction (D)**

Pass mark – 50%. A 50% pass in the Research Project component is mandatory. Distinction – 75% and above. Pass in all three components of the above is mandatory.

**Fail (F)**

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

**Supplementary examination**

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

## **MASTER OF SCIENCE IN MEDICAL MICROBIOLOGY**

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

### **ENTRY REQUIREMENTS**

#### **Recognition of Prior Learning**

Honours degree in Medical Microbiology or equivalent.

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

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

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

### **Summary of Courses**

<b>COURSES</b>	<b>CODES</b>	<b>CREDITS</b>
Discussions & Seminars	MMM51M0	120
Research Project	MMM52M0	60
		<b>(180)</b>

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

### **Delivery mode**

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



## **MASTER OF SCIENCE IN MEDICAL BIOCHEMISTRY**

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

### **Recognition of Prior Learning**

Honours degree in biochemistry or equivalent.

### **Duration of the course**

One year full time

Two years part time

### **Summary of Courses**

<b>COURSES</b>	<b>CODES</b>	<b>CREDITS</b>
Discussions & Seminars	BCH51M0	120
Research Project	BCH50M0	60
		<b>(180)</b>

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

### **Delivery mode**

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

### **Attendance**

Attendance in all seminars & discussions are compulsory.

### **Assessments/Tests/Examinations**

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

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

### **Attendance**

Attendance in all seminars & discussions are compulsory.

### **Assessments/Tests/Examinations**

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

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

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

## **MASTER OF SCIENCE IN PHYSIOLOGICAL SCIENCES**

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

### **Recognition of Prior Learning**

Honours in Physiology or equivalent.

### **Duration of the Course**

One year full time

Two years part time

### **Summary of Courses**

<b>QUALIFICATION / COURSES</b>	<b>CODES</b>	<b>CREDITS</b>
Readings/ Discussions in Physiology	PIO 56M0	120
Research Project	PIO 55M0	60
		<b>(180)</b>

### **Delivery mode**

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

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

1. Gastrointestinal physiology
2. HIV & Cardio Vascular parameters
3. Metabolic syndrome and Medicinal plants research
4. Eclampsia and CVS changes
5. Medical education research
6. Reproductive Physiology

### **Attendance**

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

### **Assessments/Tests/Examinations**

Seminars and assignments are conducted periodically and evaluated. Feedback is provided to improve the quality of presentations and where necessary additional tools of learning are applied.

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

**Research Project**

Research project will be evaluated by one internal examiner and two external examiners according to general University rules. Departmental and Faculty research proposal seminar will be presented by the candidate. Final results seminar will be presented at Faculty level prior to external examiner assessment of the project. The average marks of both internal and external examiners contribute towards the final research project mark. This is according to general University rules. A student will be required to resubmit the project if he/she has failed to obtain the mandatory 50% in the project.

## **MASTER OF PUBLIC HEALTH (MPHE)**

### **Contextual framework of MPH Programme**

#### **What is and why public health? and why public**

##### **health?**

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

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

What is the problem? [Is it an epidemic or improved reporting system?]

Who is affected? [Is the problem confined to a particular race, age, ethnic group?]

Where is the problem? [Is it a rural problem or a particular province with specific characteristics?] Why are we having this problem?

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

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

Why is hospital X always overspending on its budget?

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

#### **Why MPH Programme**

##### **WSU VISION:**

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

##### **WSU MPH PROGRAMME VISION**

A dynamic and growing MPH programme that produces a cadre of quality public health oriented health professionals who can effectively deal with the health needs of the province and/or within their work environment; an MPH programme that will give birth to other relevant Masters programmes.

##### **Aim of the MPH Programme:**

This programme is designed to provide postgraduate training in Public Health to all those, whose work impacts on public health. It aims to prepare such professionals to draw on the knowledge and skills from a variety of disciplines to be able to identify, critically assess and resolve public health problems

### **Programme objectives**

To train relevant health professionals to identify the risk factors for diseases, understand the diseases indicators and analyse the burden of disease.

To train these professionals to be able to assume leadership and/or management roles in the disease prevention strategies, health services and system planning, healthcare services delivery, management and evaluation of health services and systems.

To equip health professionals to have a wholistic approach in understanding and dealing with diseases, beyond the clinical curative care.

To train these workers in identifying, prioritising, investigating and designing appropriate cost-effective intervention programmes to a public health problem.

To assist and equip learners with appropriate skills for them to be able to assist and support policy-makers in the in the development, implementing, monitoring and evaluating appropriate health policies and legislations.

### **MODE OF DELIVERY**

#### **Educational approach**

The educational approach will have the following characteristics:

All courses will be offered in a **modular** form. Modularisation of the course is to facilitate vertical and horizontal mobility as well as user-friendliness of the course.

The programme consists of Core/compulsory modules and Elective modules

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

All modules will be prepared and facilitators drawn from academic, research environment, service organisations and communities

Each learner will be allocated a supervisor for the period of study whose purpose shall be to:

- Mentor and coach the learner to develop their research proposal.
- Supervise and guide the student with the Research project (including data collection and data analysis).
- Guide the student with compiling their research dissertation.
- Encourage students and facilitate conference presentations and publications of students' research findings.

Registered students will, for now, complete the requirements of the degree on part-time basis.

Total Credits for the course is 180

The course will comprise of **Core modules with total of 100 credits, a dissertation (comprising 60 credits)** prepared from an original self-initiated and supervised research work in the Public Health field, and **2 elective modules (20 credits, 10 credits each module)**.

The mode of delivery will be through **structured contact periods** in the form of classroom-based blocks of course units in the Faculty of Health Sciences at WSU and/or designated Centres of the Eastern Cape Academic Health Complex (Complex), as well as distance learning for selected modules.

#### **NB: Attendance to the contact sessions is compulsory for all students.**

The learning methods to be employed may include the following:

- Problem-based and problem - solving tutorials in real public health situations
- Active student directed learning
- Expert resource sessions

- Journal Club sessions
- Research meetings
- Visits to service centres relevant to the programme objectives

### **Entry Requirements**

A degree in health related field, honours level (NQF 8) or,  
A degree in social sciences and/or humanities, honours level (NQF 8).

### **Duration of the Course**

The course work is delivered over a two year period.

### **Admission/selection procedure**

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

- The minimum entry requirements
- Clearly identified career goals that are consistent with the anticipated training
- A strong academic record and academic preparation
- Written commitment for support (class attendance, tests, assignments, exams, etc.) from employer

A selected number of candidates will be short-listed for an interview, after which, recommendations for final selection for admission will be made. The closing date for applications will be 30 September each year.

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

With the approval of the Board, a candidate may be exempted from and given credit for:

- (a) modules which form part of the coursework requirements of the Master of Public Health degree and which have been previously passed by the candidate whilst registered for non-degree purposes or for another qualification
- (b) Modules forming part of the coursework requirements of the Master of Public Health degree, passed by the candidate whilst registered for the degree MPH degree at another credited institution.

### **Registration**

Students who are not fully registered with the University will not be admitted to write examinations.

## **PROGRAMME OUTCOMES**

### **Learning outcomes**

On completion of the Programme the graduate should be able to:

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

**Summary of Courses**

<b>QUALIFICATION / COURSES</b> - Master of Public Health (MPH) - 2 Years	<b>CODES</b>	<b>CREDITS</b>
<b>CORE MODULES</b>		
Study period – Year 1		
Health Measurements	HMS 51M0	20
Primary Health Care	PHC 52M0	10
Disease Control	DIS 51M0	10
Research Methodology	MET 59M0	10
Social Determinants of Health	SDH 51M0	10
Study period – Year 2		
Health Systems Management	HSM 52M0	20
Health Information System	HIS 52M0	10
Monitoring and Evaluation	MOE 51M0	10
Research Project	PHP 50M0	60
		<b>(160)</b>
<b>ELECTIVES</b>		
(Student-driven and non-exclusive)		
(Any two Electives)		
Advanced Epidemiology and Biostatistics	AEP 53M0	10
Advanced Demography	ADM 54M0	10
Law and Ethics in Health	HEL 52M0	10
Medical Sociology and Anthropology	MSA 58M0	10
Climate change and Health	URB 50M0	10
Clinical Governance and Leadership	CGL 50M0	10
		<b>(20)</b>
		<b>[180]</b>

**Assessments/Tests/Examinations**

Assessment will be formative and summative. Each module will be assessed, and needs to be passed, separately.

Any student who without a valid reason with proof and/or without the permission of the programme coordinator/ Head of Department, fails to present him/herself to a class test, practical, assessment will fail such test.

Any student who does not turn up for the examination without prior arrangement with the programme Coordinators and/or the Head of Department will fail the examination. In the event of unpreventable causes for default, a valid reason with documented proof will be required for admission into special/supplementary examinations.

**Computation of Marks**

All marks shall be expressed as percentages. The assessment programme, its format as well as test dates shall be communicated to the students timeously each year. The year semester mark is the mark obtained during the formative assessments. The combined mark (final mark) in a prescribed course shall be computed from the arithmetic mean year mark obtained for that course and the examination mark.



In line with the university rules for a degree, diploma, or certificate, a student who fails to obtain an exam pass in a prescribed course, obtaining between 40 – 49%, but obtains a combined mark of not less than forty five percent (45%) in it, may be permitted by Senate to present himself for supplementary examination. A student who gets a combined mark of less than 45% has failed and will be required to repeat that particular course/module. A student who gets less than 40% in the exam will be required to repeat that particular course/module regardless of their combined mark.

#### **Supplementary Examinations**

Students who fail to obtain 40 – 49% during an examination and a combined mark of not less than 45% may be permitted by senate to present him/her for a supplementary examination. Final supplementary mark will be computed using combined year/semester mark and supplementary examination. A student who fails the supplementary examination (obtaining less than 50%) will be required to repeat the course/module.

#### **Research dissertation**

Each student will be required to conduct and report on a self-initiated, original scientific study. The work should be of publishable standard; the subject of which should fall within the scope of Public Health. Original data collection or analysis of secondary data will be acceptable. This will be submitted as mini dissertation following the University guidelines on theses report-writing.

The research work will be assessed based exclusively on a presented thesis which will be externally examined. Oral defence of thesis may form part of the assessment.

#### **Exclusion**

A student who fails more than 50% of the prescribed modules for the year shall be excluded on academic ground. Any student who fails a prescribed module after 2 attempts shall be excluded from the programme on academic grounds.

Any student who fails to complete his Masters degree within the prescribed maximum period of registration (four years for full time students, five years for part-time students) shall be excluded from the programme.

## MASTER OF NURSING

### There are two options in this degree:

Clinical Masters 2-3 years part time or 2 years full time.

Research Masters 2 – 3 years part time or 2 years full time

### Credits Required for Entrance

The Entry requirements into this programme are divided into two:

- Candidates must have an Honours degree to enter the Research Masters.
- Candidates must have a four (4) years bachelor's degree leading to registration as general nurse, community health nurse, psychiatric nurse and midwife in order to enter into the Clinical Masters.
- Registration with the South African Nursing Council in the area to be studied / researched and a degree in which this specialisation is done as a major. A total of 480 credits are required for entry.

### International Students

- Must produce a study permit,
- Must produce proof of assessment of qualifications by the HSRC.

### Summary of Courses

QUALIFICATION / COURSES	CODES	CREDITS
<b>Master in Nursing (M Cur) Clinical</b>		
• <b>Option 1</b>		
<b>Core</b>		
Pharmacology	PRN 50M0	16
Clinical Nurse Specialist Role	CNS 50M0	16
Research Methodology	NMR 50M0	32
Mini Dissertation	RPH 50M0	60
<b>Electives</b>		
Advanced Midwifery	AMN 50M0	48
Practical Midwifery	MNS 50M0	16
Advanced Community Health Nursing	CAN 50M0	48
Community Health Nursing Practical	CNP 50M0	16
Advanced Medical/Surgical Nursing	AGN 50M0	48
Medical Surgical Practical	MSP 50M0	16
Advanced Psychiatric Nursing	APN 50M0	48
Psychiatric Nursing Practical	PNP 50M0	16
<b>Master in Nursing (M Cur)</b>		
• <b>Option 2</b>		
Dissertation	MAT 50M0	180

### Integrated Assessment

#### Methods of Assessment in Clinical Masters

- One (1) 3 hour paper semester/year for core courses.
- Two (2) 3 hour papers for each elective

- A mini dissertation in the area of specialisation
- A practical examination of 1 – 4 hours duration
- A minimum combined mark of 50% is required to pass the exam
- To qualify for a supplementary a student obtains 45% - 48%

**Method of Assessment in Research Masters**

A dissertation in the area of specialisation.

The topic and methodologies of research in the form of a proposal should be submitted to faculty Research Committee and the Bioethics Committee for approval.

There will be two external examiners for a Research Masters and I (one) external examiner for Clinical Masters mini- dissertation.

## **MASTER OF SCIENCE IN CHEMICAL PATHOLOGY (NQF Exit Level 09)**

### **Entry Requirement**

Post-Graduate Diploma in Chem Path, or  
MBChB degree

**Note:** Candidates must provide proof of immunisation to the Hepatitis B virus prior to enrolment in the programme.

### **Learning Outcomes**

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

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

<b>QUALIFICATION / COURSES</b>	<b>CODES</b>	<b>CREDITS</b>
Advanced Laboratory Management and Quality Control	CLM 51M0	120
Research Project	CRP 52M0	60
	<b>TOTAL</b>	<b>(180)</b>

### **Assessment of the Module on Advanced Lab Management**

Self-directed learning with seminar presentations (summative) and a final exam.

### **Module final mark**

60% from summative assessment and 40% from Final Exam. Assessment

of the Research Module/Project for the MSc in Chem Path:

The research project for the MSc Chem Path will be approved, supervised and assessed according to the Policies of the WSU Postgraduate Unit.

### **Assessment of the Research Module/Project for the MSc in Chem Path:**

The research project for the MSc Chem Path will be approved, supervised and assessed according to the Policies of the WSU Postgraduate Unit.

### **Outcome Criteria**

#### **Pass (P):**

- Final mark for each module >50 %
- Distinction (D) Final mark >75%

#### **Supplementary (S):**

- A student will be required to write supplementary exam if his/her final mark is <50 but >40.
- A student will be required 50 % in the project.

**Fail (F):**

A student fails in the following two situations:

- If his/her module final mark (combined formative and summative) <40%
- If his/her module final mark is less than 50% or Research Project <50% after supplementary exam or project resubmission respectively.

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

## **MASTER OF SCIENCE IN HEALTH PROMOTION**

### **Entry Requirements**

Postgraduate Diploma in Health Promotion or,  
A degree in health related field, honours level (NQF 8) or,  
A degree in social sciences and/or humanities, honours level (NQF 8).

### **Duration of the Course**

1 Year for applicants with a Post Graduate Diploma in Health Promotion  
2 Years for other applicants.

### **Admission/selection procedure**

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

- The minimum entry requirements
- Clearly identified career goals that are consistent with the anticipated training
- A strong academic record and academic preparation
- Written commitment for support (class attendance, tests, assignments, exams, etc.) from employer

A selected number of candidates will be short-listed for an interview, after which, recommendations for final selection for admission will be made. The closing date for applications will be 30 September each year.

### **Registration**

Students who are not fully registered with the University will not be admitted to write tests and examinations.

### **Summary of Courses**

<b>COURSE</b>	<b>CODES</b>	<b>CREDITS</b>
Methods and Strategies in Health Promotion	HPM 52M1	16
Epidemiology, Biostatistics and Research	EBR 41M1	16
Contemporary Issues in Health Promotion	CIH 41M2	16
The Social Context of Health Promotion	SCH 42M3	16
The Psychological Basis of Health Promotion	PBH 42M4	16
Research	HPR 50M6	60
Health Promotion in the Community	HPC 52M8	16
Health Promotion in the Work Place	HPW 52M9	16
Policy Development in Health Promotion	PDH 42M6	16
		<b>(188)</b>

Students who possess the Postgraduate Diploma in Health Promotion will be credited for the courses they did in that course. All other students will be required to complete all the above modules.

### **Assessments/Tests/Examinations**

Assessment will be formative and summative. Each module will be assessed, and needs to be passed, separately. Any student who without a valid reason with proof and/or without the permission of the programme coordinator/ Head of Department, fails to present him/herself to a class test, practical, assessment will fail such test.

Any student who does not turn up for the examination without prior arrangement with the programme coordinators and/or the Head of Department will fail the examination. In the event of unpreventable causes for default, a valid reason with documented proof will be required for admission into special/supplementary examinations.

### **Computation of Marks**

All marks shall be expressed as percentages. The assessment programme, its format as well as test dates shall be communicated to the students timeously each year. The year semester mark is the mark obtained during the formative assessments. The combined mark (final mark) in a prescribed course shall be computed from the arithmetic mean year mark obtained for that course and the examination mark.

In line with the university rules for a degree, diploma, or certificate, a student who fails to obtain an exam pass in a prescribed course, obtaining between 40 – 49%, but obtains a combined mark of not less than forty five Percent (45%) in it, may be permitted by Senate to present himself for supplementary examination. A student who gets a combined mark of less than 45% has failed and will be required to repeat that particular course/module. A student who gets less than 40% in the exam will be required to repeat that particular course/module regardless of their combined mark.

### **Supplementary Examinations**

Students who fail to obtain 40 – 49% during an examination and a combined mark of not less than 45% may be permitted by senate to present him/her for a supplementary examination. Final supplementary mark will be computed using combined year/semester mark and supplementary examination. A student who fails the supplementary examination (obtaining less than 50%) will be required to repeat the course/module.

### **Exclusion**

A student who fails more than 50% of the prescribed modules for the year shall be excluded on academic ground. Any student who fails a prescribed module after 2 attempts shall be excluded from the programme on academic grounds.

Any student who fails to complete his Masters degree within the prescribed maximum period of registration (four years for full time students, five years for part-time students) shall be excluded from the programme.

## **MASTER OF MEDICINE (M MED)**

### **Introduction**

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

The disciplines accredited to date by HPSCA for the award of the Colleges of Medicine Fellowships are:

- Anaesthesiology
- Anatomical Pathology
- Cardiothoracic Surgery
- Critical Care
- Dermatology
- Diagnostic Radiology
- Family Medicine
- Internal Medicine
- Neurosurgery
- Obstetrics and Gynaecology
- Ophthalmology
- Orthopaedic Surgery
- Otorhinolaryngology
- Paediatric Surgery
- Paediatrics
- Plastic and Reconstructive Surgery
- Psychiatry
- Radiation Oncology
- Urology

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

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

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

### **Admission**

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

- Meets the admission requirements as a postgraduate student of Walter Sisulu University.
- Fulfils the registration requirements of the Health Professions Council of South Africa (HPCSA) as a Medical Practitioner (full/independent registration categories)

OR

- Has passed MBChB or equivalent and at least 3 years of post-graduation.
- OR



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

### Registration

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

### Summary of Courses

QUALIFICATION / COURSES	CODES	CREDITS
<b>Master of Medicine in Anaesthesiology</b> MMed in Anaesthesiology I MMed in Anaesthesiology II MMed in Anaesthesiology III MMed in Anaesthesiology IV (Research)	ANA 51M0 ANA 52M0 ANA 53M0 ANA 54M0	40 40 40 60 (180)
<b>Master of Medicine in Anatomical Pathology</b> MMed in Anatomical Pathology I MMed in Anatomical Pathology II MMed in Anatomical Pathology III MMed in Anatomical Pathology IV (Research)	PTH 51M0 PTH 52M0 PTH 53M0 PTH 54M0	40 40 40 60 (180)
<b>Master of Medicine in Community Medicine</b> MMed in Community Medicine I MMed in Community Medicine II MMed in Community Medicine III MMed in Community Medicine IV(Research)	COM 51M0 COM 52M0 COM 53M0 COM 54M0	40 40 40 60 (180)
<b>Master of Medicine in Diagnostic Radiology</b> MMed in Diagnostic Radiology I MMed in Diagnostic Radiology II MMed in Diagnostic Radiology III MMed in Diagnostic Radiology IV(Research)	DGR 51M0 DGR 52M0 DGR 53M0 DGR 54M0	40 40 40 60 (180)
<b>Master of Medicine in Family Medicine</b> MMed in Family Medicine I MMed in Family Medicine II	FAM 51M0 FAM 52M0	40 40

<b>QUALIFICATION / COURSES</b>	<b>CODES</b>	<b>CREDITS</b>
MMed in Family Medicine III MMed in Family Medicine IV (Research)	FAM 53M0 FAM 54M0	40 60 (180)
<b>Master of Medicine in General Surgery</b> MMed in General Surgery I MMed in General Surgery II MMed in General Surgery III MMed in General Surgery IV (Research)	SRG 51M0 SRG 52M0 SRG 53M0 SRG 54M0	40 40 40 60 (180)
<b>Master of Medicine in Obstetrics and Gynaecology</b> MMed in Obstetrics and Gynaecology I MMed in Obstetrics and Gynaecology II MMed in Obstetrics and Gynaecology III MMed in Obstetrics and Gynaecology IV(Research)	OBS 51M0 OBS 52M0 OBS 53M0 OBS 54M0	40 40 40 60 (180)
<b>Master of Medicine in Medicine</b> MMed in Medicine I MMed in Medicine II MMed in Medicine III MMed in Medicine IV (Research)	MED51M0 MED 52M0 MED53M0 MED54M0	40 40 40 60 (180)
<b>Master of Medicine in Ophthalmology</b> MMed in Ophthalmology I MMed in Ophthalmology II MMed in Ophthalmology III MMed in Ophthalmology IV (Research)	OPH 51M0 OPH 52M0 OPH 53M0 OPH 54M0	40 40 40 60 (180)
<b>Master of Medicine in Otorhinolaryngology</b> MMed in Otorhinolaryngology I MMed in Otorhinolaryngology II MMed in Otorhinolaryngology III MMed in Otorhinolaryngology IV (Research)	ENT 51M0 ENT 52M0 ENT 53M0 ENT 54M0	40 40 40 60 (180)
<b>Master of Medicine in Paediatrics and Child Health</b> MMed in Paediatrics and Child Health I MMed in Paediatrics and Child Health II	PAE 51M0 PAE 52M0	40 40

<b>QUALIFICATION / COURSES</b>	<b>CODES</b>	<b>CREDITS</b>
MMed in Paediatrics and Child Health III MMed in Paediatrics and Child Health IV (Research)	PAE 53M0 PAE 54M0	40 60 (180)
<b>Master of Medicine in Paediatric Surgery</b> MMed in Paediatric Surgery I MMed in Paediatric Surgery II MMed in Paediatric Surgery III MMed in Paediatric Surgery IV (Research)	PSR 51M0 PSR 52M0 PSR 5M03 PSR 54M0	40 40 40 60 (180)
<b>Master of Medicine in Psychiatry</b> MMed in Psychiatry I MMed in Psychiatry II MMed in Psychiatry III MMed in Psychiatry IV (Research)	PSY 51M0 PSY 52M0 PSY 53M0 PSY 54M0	40 40 40 60 (180)
<b>Master of Medicine in Radiation Oncology</b> MMed in Radiation Oncology I MMed in Radiation Oncology II MMed in Radiation Oncology III MMed in Radiation Oncology IV (Research)	RAO 51M0 RAO 52M2 RAO 53M0 RAO 54M0	40 40 40 60 (180)

### **Content**

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

### **Examinations**

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

In the case of Master of Medicine in Psychiatry (MMed Psych), the candidate can write the Walter Sisulu University MMed Part I examinations which have equivalence with FC Psych Part I examinations of the College of Psychiatrists. The candidate will still be expected to pass the FC Psych Part II examinations and complete a mini-dissertation in order to be eligible to register as a specialist and complete the MMed Psych degree

The candidate should obtain at least 50% for the mini-dissertation from at least one external examiner.

### **Dissertation Structure/Content**

A dissertation must be typed in double spacing and be stoutly bound. The title page of the dissertation must bear the following inscription

- Full title of dissertation
- Full name of candidate

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

For full details, consult the University General Prospectus.

**Award of M Med**

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

## **DOCTOR OF PHILOSOPHY IN HEALTH SCIENCES**

### **Purpose**

The Programme is designed to develop research skills suitable to the basic needs of conducting scientific research qualities and purpose. The prospective students are expected to initiate the research projects that are mainly in line with the abilities and research expertise of the academic staff in various disciplines. The students are encouraged to do applied research in conjunction with clinical department and to make use of the materials available in these clinical disciplines.

In addition to implementing research the doctoral students should be able to have a grasp of the subject material that they have researched on and to impart the knowledge to others by developing their teaching skills. This will be facilitated by giving opportunity for students by having active participation in tutorials, seminars and laboratory practical for the undergraduate students.

### **Delivery Mode**

Research in a topic of interest under supervision

### **Duration**

Two years full time

Three years part time

### **Summary of Courses**

<b>QUALIFICATION / COURSES</b>	<b>CODES</b>	<b>CREDITS</b>
Thesis	HSC 60M0	360

### **Assessment**

Thesis will be evaluated by 1 internal and 3 external examiners according to general university rules.

### **Exit level outcome**

Doctor of Philosophy in Health Sciences

## **SPECIAL PROGRAMMES**

### **1. EXAMINATION FOR FULL REGISTRATION (CHBEFR)**

<b>Modules</b>	<b>Codes</b>
Internal Medicine	ITE 60M1
Obstetrics and Gynaecology	OBE 60M2
Paediatrics	PDE 60M3
Psychiatry	PCE 60M4
Surgery	SGE 60M5
Family Medicine	FAE 60M6

### **2. EXCHANGE STUDIES (CHBEX)**

<b>Modules</b>	<b>Codes</b>
Aids-MIRT Research Programme	COL 10M0
Telemedicine Research Programme	TEL 10M0
Global Health Programme	GHP 10M0

### **3. ELECTIVES FOREIGN STUDENTS**

<b>Modules</b>	<b>Codes</b>
Internal Medicine	ITL 60M1
Obstetrics and Gynaecology	OBL 60M2
Paediatrics	PDL 60M3
Psychiatry	PCL 60M4
Surgery	SGL 60M5
Family Medicine	FAL 60M6

### **4. SOUTH AFRICAN/CUBA STUDENTS (CHBSAC)**

<b>Modules</b>	<b>Codes</b>
Orientation in Clinical Departments	SAC 10M0

### **5. APPLYING FOR SPECIAL PROGRAMMES**

Please complete the Walter Sisulu University Application Form which is obtainable at <http://www.wsu.ac.za>, and then go to Admissions. The application form must be completed in detail and signed by the applicant. The completed form must be sent to the Office of the Registrar, Walter Sisulu University. Application form must be posted with application fee of R100 (reviewable).

## **6. ADMISSION OF NON-SOUTH AFRICAN STUDENTS**

The admission of international applicants (i.e. students from all countries outside the borders of South Africa), to study at any South African university is restricted by the South African Government to persons who comply with certain conditions summarised as follows :

- 6.1 An international applicant must follow the prescribed admission procedures, which include obtaining a valid study permit and a final letter of acceptance from the University. A copy of the study permit, certified only by the Admissions Office, will be acceptable.
- 6.2 A study permit will normally be issued for a period not exceeding the official duration of the study period.
- 6.3 A study permit will only be valid for the course of study for which the original approval was given.
- 6.4 Any international student discontinuing his/her studies must notify the South African High Commission accordingly.
- 6.5 A non-South African citizen, who is in possession of a permanent residence permit, need not submit a study permit.
- 6.6 A separate fee structure applies to international students.

## **7. REGISTRATION WITH THE HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICAN (HPCSA)**

Registration with HPCSA will be processed after admission.

## **OATHS, PLEDGES AND DECLARATIONS**

### **HIPPOCRATIC OATH**

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

### **NURSES' PLEDGE OF SERVICE**

"I solemnly pledge myself to the service of humanity and will endeavour to practice my profession with conscience and with dignity. I will maintain by all the means in my power the honour and the noble traditions of my profession. The total health of my patients will be my first consideration. I will hold in confidence all personal matters coming to my knowledge. I will not permit considerations of religion, nationality, race or social standing to intervene between my duty and my patient. I will maintain the utmost respect for human life. I make these promises solemnly, freely and upon my honour."

### **DECLARATION FOR CLINICAL ASSOCIATES**

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

### **DECLARATION FOR MEDICAL ORTHOTISTS AND PROSTHETISTS**

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