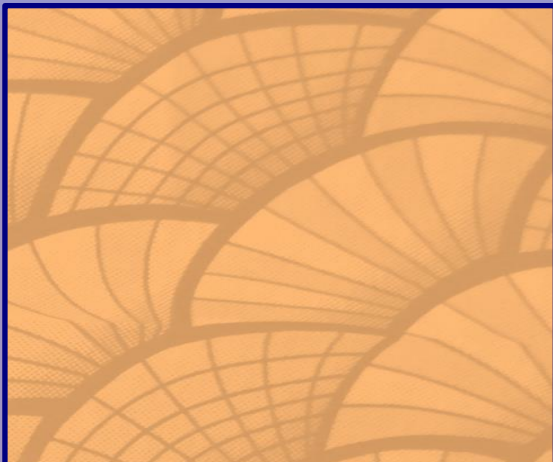# School of Public Health
Faculty of Community and Health Sciences
Programme Handbook: 2023

POSTGRADUATE PROGRAMME IN PUBLIC HEALTH
This Handbook covers:

Postgraduate Diploma in Public Health

Master of Public Health

PhD in Public Health

QUICK REFERENCE FOR ADMINISTRATIVE CONTACT	
SOPH STUDENT REGISTRATION and GENERAL COMMUNICATION	soph-comm@uwc.ac.za MPH & PhD: Janine Kader (+27 21) 959 2591 PGD: Bridget Basson (+27 21) 959 2536
FEES ACCOUNT ENQUIRIES **Student Finance**	● For students based in South Africa: studaccount@uwc.ac.za, (021) 959 3110/ 3108 or scm@uwc.ac.za, (021) 959-4327 ● For students based outside South Africa: finance@uwc.ac.za, (+27 21) 959 2479 / 3392 ● For online quotations and pro-forma invoices: https://quote.uwc.ac.za/default
FINANCIAL ASSISTANCE ENQUIRIES **Bursaries/Loans (for South African students)**	Bursaries - Mr Ebrian Johnson, UWC Financial Aid Office: ejohnson@uwc.ac.za ; (+27 21) 959 3338 or visit the website https://www.uwc.ac.za/admission-and-financial-aid/fees-and-financial-aid Fundi - Working South African students can apply to finance their studies through FUNDI. Visit their website: www.fundi.co.za .
CHANGES OF ADDRESS	You may process it online, use the link: http://form.jotformpro.com/form/51512423251947
ACADEMIC TRANSCRIPTS & QUERIES	This includes the following: proof of registrations, letters of completion, course terminations, verifications: helpdesk@uwc.ac.za. Ensure that you have your full name, student number and ID/passport number included in the correspondence.

GRADUATION AND CERTIFICATES	● General enquiries graduation@uwc.ac.za, (+27 21) 959 2537 / 4072 ● For information on the upcoming graduation: https://www.uwc.ac.za/study/academic-administration/graduation-information ● For students wanting to have certificates mailed from previous graduations please complete the link: https://forms.gle/eAMeo8f4tuGFQZ3j9 ● Replacement degrees: https://form.jotform.com/51512141759957
PUBLICATION OF RESULTS	https://www.uwc.ac.za/study/academic-administration/publication-of-results
INTERNATIONAL STUDENT SERVICES OFFICE	For information on study permits: isso@uwc.ac.za, (+27 21) 959 2115 or visit the webpage https://www.uwc.ac.za/Registrar/ISSO/Pages/default.aspx
ASSIGNMENT ENQUIRIES	For content or assignment queries, contact the relevant lecturer first and if there is no response, email the relevant student administrator listed on the assignment deadline schedule circulated on the communication sites. **For deadlines or any other administrative queries, contact the Student Administrators.**

**For further
information contact:**
**The Student
Administrator**
**School of Public
Health (SOPH)
University of the
Western Cape Private
Bag X 17, Bellville,
7535, South Africa
Phone: (+27 21) 959 2809
E-mail: soph-comm@uwc.ac.za
Website**: https://soph.uwc.ac.za/

CONTENTS

1. WELCOME TO THE UNIVERSITY OF THE WESTERN CAPE

Mission Statement

The University of the Western Cape is a national university, alert to its African and international context as it strives to be a place of quality, a place to grow. It is committed to excellence in teaching, learning and research, to nurturing the cultural diversity of South Africa, and to responding in critical and creative ways to the needs of a society in transition. Drawing on its proud experience in the liberation struggle, the university is aware of a distinctive academic role in helping build an equitable and dynamic society.

In particular, it aims to:

→ Advance and protect the independence of academic enterprise

→ Design curricula and research programmes appropriate to its Southern African context

→ Further global perspectives among its staff and students, thereby strengthening intellectual life and contributing to South Africa's reintegration in the world community

→ Assist educationally disadvantaged students to gain access to higher education and succeed in their studies

→ Nurture and use the abilities of all in the university community

→ Develop effective structures and conventions of governance, which are democratic, transparent and accountable

→ Seek racial and gender equality and contribute to helping the historically marginalized participate fully in the life of the nation

→ Encourage and provide opportunities for lifelong learning through programmes and courses

→ Help conserve and explore the environmental and cultural resources of the southern African region, and to encourage a wide awareness of them in the community

→ Co-operate fully with other stakeholders to develop an excellent, and therefore transformed, higher education system.

Why don't you visit the university website at https://www.uwc.ac.za/

and learn a little more about your university and the educational opportunities that it offers? From the website, you can access the library, and all other services offered by the university.

2   THE FACULTY OF COMMUNITY AND HEALTH SCIENCES

The School of Public Health is part of the Faculty of Community and Health Sciences (CHS). The Faculty includes departments of Occupational Therapy, Physiotherapy, Social Work, Natural Medicine, Dietetics and Nutrition, Sport, Recreation and Exercise Science, Nursing and Psychology.

In addition, the Faculty is responsible for the Student Health Service, the Institute of Counselling and the Institute of Child and Family Development.

This Faculty is committed to promoting and transforming health and welfare services in South Africa and further afield in the developing world, towards ensuring an equitable, efficient and effective system through excellence in education, research and community service.

The Dean of the Faculty is Prof Anthea Rhoda while Prof Uta Lehmann is the Director of the School of Public Health. To learn more about the Faculty, visit the website at https://www.uwc.ac.za/study/faculties-and-programmes/faculty-of-community-and-health-sciences/overview , under **FACULTIES** and choose **Community & Health Sciences**.

3   THE SCHOOL OF PUBLIC HEALTH (SOPH)

*The **Vision** of the School of Public Health is to contribute to the optimal health of populations living in a healthy and sustainable environment in developing countries, particularly Africa, with access to an appropriate, high quality, comprehensive and equitable health system, based on a human rights approach.*

*The **Purpose** of the School is to contribute to developing policy-makers and implementers who are knowledgeable and skilled in the principles and practice of Public Health, whose practice is based on research, influenced by informed and active communities, and implemented with a commitment to equity social justice and human dignity.*

The School was established in 1993 as the Public Health Programme (PHP) under the leadership of the late Emeritus Professor David Sanders, to strengthen education and research in Public Health and Primary Health Care at UWC and to build capacity in the health system. Since its inception, the SOPH has established itself as a significant and pioneering initiative in Public Health with increasing continental influence. Some of its key achievements have been:

- providing continuing education opportunities for health and welfare professionals from South Africa and other parts of Africa;
- establishing a substantial integrated research and service programme to which many of our students have contributed;
- developing training manuals and materials arising from research and service work, for service providers;
- providing a multi-level Postgraduate Programme in the field of Public Health, culminating in a Master of Public Health and doctoral studies in Public Health;
- being designated a WHO Collaborating Centre for Research and Training in

Human Resources for Health Development in 2004.

- delivering a WHO-UWC Master of Public Health (MPH) specializing in Health Workforce Development from June 2009-March 2013 for participants from Ethiopia, Mozambique and Rwanda.
- being awarded a SARChI Chair in Health Systems Complexity and Change in 2013, currently held by Prof Asha George, which will consolidate the position of UWC's School of Public Health as a world-class hub in the global South in this field and build the next generation of academics and researchers in the emerging field of health policy and systems research.
- being awarded a second SARChI Chair in Health Systems Governance in 2015, held by Prof Helen Schneider, to build the field of health policy and systems research with particular focus on health systems governance.
- being awarded an extramural MRC Unit in Health Services to Systems Research in 2015, led by Prof Helen Schneider.

Since May 2009, SOPH has occupied its own beautiful building on the west of UWC's campus. This was made possible through a generous grant from The Atlantic Philanthropies who have also been instrumental in supporting the work of the School since 2004.

Please visit the SOPH website for more information: https://soph.uwc.ac.za/school-of-public-health/

3.1 OUR POSTGRADUATE PROGRAMME

The School of Public Health has been in existence since 1994, when it introduced an MPhil in Public Health which was open to all levels of health and allied health professionals, and those from other related fields. At that time, this was the first of its kind in South Africa. In 2000, the SOPH refined the education programme into a four level Postgraduate Programme in Public Health offered through contact and distance learning. It comprised of a Postgraduate Certificate (PG Certificate) in Public Health, a Postgraduate Diploma (PG Diploma) in Public Health, a Master of Public Health (MPH) and a PhD in Public Health.

Over the years, the Postgraduate Programme has been reconfigured on a number of occasions in response to the requirements of the Department of Higher Education and Training in South Africa, shifts in the needs of the health system and a changing student profile. The most recent change concerns the MPH which has been re- curriculated to cover a wider scope of content, and to provide more support in the area of research. This Master of Public Health was offered for the first time in 2013.

The Programme has been designed to enable health professionals to study Public Health while remaining in their professional posts, in response to the health workforce shortages in Africa. In line with international trends in Public Health training, the Programme is conceptually orientated towards the needs of Lower and Middle Income Country contexts, health sector reform and international health movements. It is at the same time alert to community involvement in health provision. Its pedagogy stresses practical application of knowledge and skills in the field *while* studying.

The key goals of the coursework are to equip graduates to:
- Identify, quantify and prioritise the health problems and needs of communities.
- Design, implement and evaluate comprehensive and participatory programmes aimed at countering these problems and meeting health needs.

- Communicate effectively with service providers and communities about Public Health and Primary Health Care.
- Demonstrate leadership in transforming the health and welfare systems of Africa.

The Programme is accessible to health, welfare and allied health professionals from all the provinces of South Africa, and to those from other countries on the African continent. To date, students have registered from South Africa, Namibia, Malawi, Uganda, Swaziland, Lesotho, Zambia, Zimbabwe, Botswana, Niger, Kenya, Nigeria, Ghana, Burkina Faso, Somalia, Central African Republic, Angola, Senegal, Rwanda, Tanzania, Mozambique, Cameroon, Ethiopia, Seychelles and occasionally by special arrangement, from countries beyond Africa.

4. STAFF OF THE SCHOOL OF PUBLIC HEALTH (SOPH)

Keeping regular contact with the SOPH student administrators and your lecturers is one of the keys to success when studying at a distance. There is a list of all our numbers at the end of the Programme Handbook. The administrative staff (Ms Corinne Carolissen, Ms Janine Kader and Ms Bridget Basson) are the main interface between you, the UWC and the SOPH co-ordinating most administrative aspects of the Progamme. School of Public Health (switchboard):

School of Public Health (general enquiries): Ms Ntombomzi Buzani	(+27 21) 959 2809; soph-comm@uwc.ac.za
Ms Corinne Carolissen	(+27 21) 959 2166; ccarolissen@uwc.ac.za
Ms Janine Kader	(+27 21) 959 2591; jkader@uwc.ac.za
Ms Bridget Basson	(+27 21) 959 2536; bbasson@uwc.ac.za

Save time by contacting the right person the first time around!

One of the imperatives of distance learning is contacting SOPH staff when you need them. Many students find the shift to distance learning difficult because they cannot reach lecturers when they need to discuss something. It is important to recognise
that this is a two way relationship: you need to be strategic and make sure your
needs are heard.

You are encouraged to contact any of us when you need help. You will find our office and mobile numbers at the back of this Handbook. Our academic staff members are open to you calling them on their cell phones if you need assistance. It would, however, be appreciated if you made these calls before 20h30 and after 08h00.

Successful students are usually those who ask for help when they need it!

Try to save time and cost by contacting the right person straight away. Please take note
of the SOPH staff members below who play important co-ordination and support roles
within the academic programme.

IF YOU NEED INFORMATION ABOUT …	WHO TO CONTACT	CONTACT DETAILS (See other contact details at the end of this Handbook)
UWC, The Postgraduate Programme or SOPH, administrative issues & assignment queries related to submission	Student Administrators: Ms Corinne Carolissen (incl Mini-thesis & PhD admin) Or Ms Janine Kader Or Ms Bridget Basson (PGD admin)	ccarolissen@uwc.ac.za jkader@uwc.ac.za bbasson@uwc.ac.za
E-learning Technical Support	Ms Ziyanda Mwanda	amwanda@uwc.ac.za
Assignment queries relating to module content	The module convenor (lecturer) of that module. You will find their names at the front of your Module Guide.	
General Postgraduate Programme Issues	Ms Nikki Schaay (Senior Academic Programme Co-ordinator)	nschaay@uwc.ac.za
MPH Coursework: Academic Issues	Dr Anam Nyembezi, MPH Programme Co-ordinator for MPP coursework Student Administrator: Ms Corinne Carolissen	anyembezi @uwc.ac.za ccarolissen@uwc.ac.za
MPH Mini-Thesis: Academic Issues	MPH Mini-thesis Co-ordinator: Dr Verona Mathews Student Administrator: Ms Corinne Carolissen	vmathews@uwc.ac.za ccarolissen@uwc.ac.za
PG Diploma: Academic Issues	Dr Martina Lembani Programme Co-ordinator for the PG Diploma Student Administrator: Ms Janine Kader	mlembani@uwc.ac.za jkader@uwc.ac.za
PhD Programme: Academic Issues	Prof Helen Schneider PhD Academic co-ordinator Student Administrator: Ms Corinne Carolissen	hschneider@uwc.ac.za ccarolissen@uwc.ac.za

Remember that SOPH academic staff, like you, are busy people and their research takes them away from their desks regularly - sometimes to places that have poor connectivity. Here are some tips for how to get in contact with the academic staff member who you would like to communicate with:

Reaching academic staff members of the SOPH

- Don't leave queries to the last minute before a deadline.
- Send an e-mail to the academic staff member.
- Text or call the academic staff member's mobile. Don't forget to identify who you are and to leave your number slowly and clearly indicating which country you are calling from.
- Leave a message with the Student Administrators asking the academic staff member to phone you back.
- Call the SOPH receptionist at (+27 21) 959 2809 and leave a message with them for the academic staff member.
- If you are repeatedly unable to reach the academic staff member, please contact the PGD or MPH Programme Co-ordinator.
- And …never give up making contact with SOPH academics!

You also need to do your part by familiarizing yourself with the contents of this Handbook.

The Student Administrators are there to answer queries which are not answered by this Handbook!

Get to know the SOPH staff who are involved with the Postgraduate Programme:

You might want to take a look at the SOPH website where you will find similar information about all of our staff members, along with links to their academic publications. You will also find a list of all of the local and international colleagues who are associated with the School. Here is the link to our website: https://soph.uwc.ac.za/school-of-public-health/staff *.*

Director of the School of Public Health

Prof Uta Lehmann, MA (Hannover), PhD (Hannover)
Uta Lehmann is a social scientist by training and has worked in public health and health personnel education for over 30 years.
She joined the SOPH in 1999, and has been its director from 2009 to 2012, and again since 2017. Her interests and expertise lie in health policy and systems research, human resource development, and qualitative research. Her research projects have included a focus on understanding how relationships, power and politics impact on how health systems function, and exploring ways to support the voice and capacity of frontline providers and community health workers. She has led capacity strengthening initiatives for human resources development with sister institutions in other African countries and with international partners. She works extensively with the WHO and is the co-ordinator of the WHO Collaborating Centre for research and training in human resources for health.

SOPH Academic Staff *in alphabetical order*

Ass Prof Olagoke Akintola, Bsc (Hons) [Ilorin], PGCert. (Addictions & Mental Health) [McMaster] Cert.[Research Methods [UMICH], MPH (Health Promotion) [Ibadan] MBA (Marketing & Finance) [Ilorin], PhD (Humanities) [UKZN]

Olagoke joined the School of Public Health in 2021 as an Associate Professor. Prior to this, he held appointments as Honorary Senior Lecturer, University of KwaZulu-Natal, Durban, South Africa (2017-). Adjunct Professor at the School of Social Human and Social Development, Nipissing University, North Bay, Ontario, Canada (2014-2019), and Visiting Professor, Centre for Health Economics and Policy Analysis (CHEPA), Department of Health Evidence and Impact (HEI), McMaster University, Hamilton, Canada (2013-2014) His primary teaching and research interests are in critical global public health promotion. Olagoke's broad research interests are in the intersections of power, health and health services development, delivery & uptake in low and middle income countries. His current research is on primary health services delivery and uptake among school-going children in marginalized communities in South Africa, health journalism in South Africa, access to HIV services among MSM in Botswana and the development of scholarship on health promotion. He convenes the Public Health Research module.

Dr Woldekidan Amde, BA (Addis Ababa), MA (Ruhr-Bochum), MA, PhD (UWC)

Woldekidan is a researcher at the School of Public Health with interest in health policy and systems research, human resources for health, and capacity development. Woldekidan is involved in teaching and inter-university collaborative initiatives to develop capacity in the field of health policy and systems research, and human resource leadership and management. Currently he is a member of the team leading SOPH's Belgian DGD Cooperation (through the Framework Agreement with the Institute for Tropical Medicine) funded project *South African higher education institutions as drivers of change for health and wellbeing,* and the IDRC funded project *Gender-transformative research in Africa: collective learning and synthesis to improve sexual, reproductive, and maternal health rights and services.* This involves coordinating SOPH's international PhD programme. Woldekidan convenes the *Introducing Public Health* module, part of SOPH's Postgraduate Diploma programme. He also coordinates and manages content on the SOPH's social media platforms. Prior to joining SOPH in 2009, Woldekidan worked as a development professional in Ethiopia with a focus on vulnerability and risk associated with disadvantaged groups, and access and usage to information communication technologies.

Ms Jenny Birkett, BA , University of Natal; HDip Ed, University of Natal; BEd, UCT; MEd in Applied Language Studies, UCT

Jenny's background is mainly in adult education; she worked for many years teaching and developing training materials for adult literacy and adult education NGO's, and lectured at CPUT in Education, and at UCT on the Adult Education Certificate programme. She also has experience and a strong interest in language education and academic literacy development and has taught language education and academic support at the Education Faculties at UWC and CPUT. At the SoPH Jenny provides educational and language expertise to assist with materials development, academic literacy initiatives and teaching academic literacy skills to students. Jenny also provides assessment support to Module Convenors.

Dr Hazel Bradley, B Pharm (Bath), MPH (UWC), PhD (UWC)

Hazel Bradley is a registered pharmacist and was instrumental in establishing the area of specialisation of Pharmaceutical Public Health within the MPH. She led the development of short courses and online semester modules in Rational Medicines Use, Medicines Supply

Management, and Pharmaceutical Policy and Management offered to MPH students and to health practitioners as continuing education options. Hazel's current research areas include systems approaches to investigate and improve medicines management and access; pharmaceutical human resources and district level services; pharmacovigilance; and pharmaceutical and public health education and training. She has a number of international collaborations including with the Institute of Tropical Medicine, Antwerp; the East African Regional Centre of Excellence in Health Supply Chain Management, and other partnerships in Sub-Saharan Africa which link academia and pharmaceutical services. Hazel convenes the *Pharmaceutical Policy and Management Module* and also teaches on the *Rational Medicines Use Module.*

Prof Renier Coetzee, BPharm (North West University), MPharm (North West University), PharmD (Rhodes University)

Renier Coetzee is a trained clinical pharmacist. Prior to joining the School of Public Health in 2022, he worked at the School of Pharmacy (UWC) where he was responsible for the development of various undergraduate and postgraduate clinical programmes. He currently serves on various local and national department of health committees, appointed as expert reviewer of the Standard Treatment Guidelines for South Africa. His current research focus is in the area of Patient Safety, with a special interest in Rational Medicine Use and Antimicrobial Stewardship. Using the social accountability framework, he is collaborating with various role players and stakeholders to engage with communities to strengthen the health care systems. The UWC Deputy Vice Chancellor Community Engagement Award was awarded in 2020 for his work in communities around Cape Town. Renier will convene the Descriptive Epidemiology Course at Postgraduate level, as well as teach the Pharmaceutical Public Health track within the MPH which includes the first fully online modules offered by SOPH, *Rational Medicines Use, and Pharmacy Policy and Management.*

Prof Asha George, BA (Georgetown University), MSc (Harvard), D Phil (Sussex University). South African Research Chair in Health Systems, Complexity and Social Change

Asha George is a qualitative researcher engaged with health systems to advance health and social justice in low- and middle-income countries. With a gender and rights lens, she focuses on the frontline interface and governance of services taking into consideration community and health worker perspectives. She is currently the South African Research Chair in Health Systems, Complexity and Social Change. She is also Vice-Chair of Health Systems Global and co-chair of the Health Systems Determinants of Coverage Working Group for Countdown to 2030. She has worked as an advisor to UNICEF, WHO and USAID on community based approaches. Her longer term national level work includes work in India, she partnered with allies across community, district, state and national health systems to advance maternal health from a gender and rights perspective. Prior to that she worked in Mexico with government ministries and the UN system to advance the Beijing and Cairo agendas for women's health and rights.

Dr Martina Lembani, BSc (University of Malawi), MADS (UWC), MADM, PhD (Ruhr-Bochum)
PGD LEVEL CO-ORDINATOR

She joined SOPH in 2014 as a Postdoctoral research fellow on health policy and systems research projects within the school. She was appointed as Senior Lecturer in January 2021 and convenes the *Population Health and Development: A Primary Health Care Approach* module. She specialises in health systems research with particular interest in the use of systems dynamics modelling methodology focusing on maternal health, sexual reproductive health, mental health and food environments. Her current new area of interest is migration and health.

She has also previously worked in the fields of HIV and AIDS, community development and monitoring and evaluation. Martina also has experience working with non-governmental organisations where she worked as a monitoring and evaluation coordinator on a community empowerment project from 1999 to 2004 in Malawi and later briefly worked as the African regional monitoring and evaluation manager for another NGO (Orbis International) based in Cape town working in the area of eye health between 2018 to 2019.

Ass Prof Ernesta Kunneke, BSc (US), Dip Hosp Dietetics (UOFS), BSc (Hons)(US), M Nutrition (US), PhD (North West Uni)
Ernie Kunneke has been with the Division of Dietetics and Nutrition at UWC since 1997 and now heads the Division. She has qualifications in Dietetics and Nutrition and experience in community nutrition, micronutrient malnutrition and dietary assessment methodology research. She teaches nutrition at undergraduate and postgraduate levels and is currently involved in research on iron deficiency. She wrote and convenes the *Micronutrient Malnutrition* module.

Dr Verona Mathews, BA Social Work (Hons) (UWC), MPH (UWC), PhD (UWC)
MINI THESIS CO-ORDINATOR
Verona Mathews joined the SOPH in 1999, and initially worked in the health information systems programme. She has facilitated and co-ordinated the development, training and implementation of the national district health information system. She continued working in human resource management developing information and monitoring systems. Her PhD research project was on the development of a monitoring framework for District-based human resource management. She teaches *Management Strategies for the Public Health Services I* and *Health Information Systems for Evidence based Management.*

Ms Ziyanda Mwanda, BSc Biotech (UWC), PGD Educational Technology (UCT), MEd Educational Technology (UCT)
Ziyanda Mwanda Ziyanda Mwanda is an e-Learning specialist, she contributes to the School of Public Health's coursework programmes by preparing academic multimedia materials, providing e-learning support to both students and teaching staff within the school. She leads the school's innovation efforts in educational technology and virtual learning. She also coordinates the School's presence on the University Learning Management System (LMS) – iKamva. Her research interests are around the use of social media to support distance and postgraduate students. Ziyanda is also a PhD candidate at University of Cape Town, School of Education specialising in Educational Technology.

Dr Anam Nyembezi, BA (UKZN), BA Hons (UKZN), MPP (UKZN), PhD(UM)
MPH COURSEWORK CO-ORDINATOR
Anam Nyembezi training is in work and social psychology with a passion for men's health research. Prior joining SOPH in January 2018, he was a research specialist in the Population Health, Health Systems and Innovation at the Human Sciences Research Council conducting research focused on maternal and child health, sexual and reproductivehealth, mental health, and non-communicable diseases. He also spent several years at the So uth African Medical Research Council conducting research on youth risk behaviours, including understanding the determinants of HIV behaviours among traditionally circumcised men. His research interests continue to be on men's health with a focus on socio-behavioural aspects of sexual reproductive health, HIV/AIDS, mental health and non-communicable diseases. Anam convenes the Health Promotion modules at both the PGD and MPH level.

Prof Thandi Puoane, B (Cur) (UNISA), BA SocSci (UNISA), MPH (Berkeley), Dr PH (Berkeley).
Emeritus Professor
Thandi Puoane has a background in nursing, has taught at universities in South Africa and the USA. She has extensive experience in public health research and has been a principal investigator for a range of research projects.

Her research areas include child nutrition including the hospital management of severe malnutrition, identification of CVD risk factors, particularly obesity, participatory action research and monitoring and evaluation of programmes. She is a member of Chronic Disease Initiative for Africa and the Cape Town Co- PI of a global study, the Prospective Urban Rural Epidemiological study. She has experience in working with community health workers in developing and implementing community-based programmes for prevention and control of NCDs. She has successfully supervised 28 masters and 18 Ph D degrees in the last five years. Thandi is rated as a C2 scientist by the National Research Foundation. She has written several book chapters and has published widely in local and international peer reviewed journals.

Ms Nikki Schaay, BA Hons (Psychology) (UN), MPH (UWC)
SENIOR ACADEMIC PROGRAMME CO-ORDINATOR
Nikki Schaay's experience includes work on a schools project on gender-based violence, which she explored as the basis of her Master of Public Health (MPH). She has worked in the field of HIV/AIDS since 1991 with her activities having included managing local non-governmental HIV/AIDS projects and then directing a national project focused on developing HIV/AIDS policy for government. Having worked at the SOPH previously (1998–2000), Nikki re-joined the SOPH in 2004 and contributes to SOPH's work in the field of comprehensive primary health care. Nikki convenes the *Population Health and Development II* module, and her research interests include primary health care, community participation and health systems responsiveness.

Dr Bey Schmidt, BSocSci (Hon), MPH (Epid.), PhD (UCT)
Bey joined the University of the Western Cape's School of Public Health (SOPH) in 2021, and is affiliated with Cochrane South Africa at the South African Medical Research Council. Her academic training is in anthropology and public health from the University of Cape Town. Bey is a methodologist, with expertise in qualitative and quantitative systematic reviews of public health interventions, and knowledge translation methods that can bridge research evidence into health policy and practice. She is the convenor of the *Qualitative Research Methods* module.

Prof Helen Schneider, MBChB (Cape Town), Masters of Medicine (Com Health), Dipl in Tropical Medicine & Hygiene (Witwatersrand), Dipl in Child Health (SA College of Medicine). South African Research Chair in Health Systems Governance
PhD LEVEL CO-ORDINATOR
Prof Schneider is a public health specialist and professor at the School of Public Health, University of Western Cape, which she joined in March 2011. She was previously based at the University of Cape Town, and prior to that spent 15 years at the Wits University's Centre for Health Policy, which she directed for eight years. Her area of work is health systems and policy, and her interests have included analyses of AIDS policy and the challenges of health sector transformation in post-apartheid South Africa. More recently her interests have become oriented to the health system-wide implications of programmatic interventions such as ARV scale up, documenting policy implementation processes and strategies to formalise and integrate lay work and community based care and support initiatives into primary health care. Helen has been involved in the redevelopment of the *Health Management for Public Health II* module.

Prof Rina Swart, BSc Dietetics Hons (US), MPhil, PhD (UWC)

Rina Swart's post-graduate qualifications and area of specialization is in Public Health Nutrition with a focus on the prevention of all forms of malnutrition through nutrition policies and programmes as well as the evaluation of such policies and programmes. She serves as the Nutrition Programme Leader within the DSI/NRF Centre of Excellence in Food Security since 2014. She is a registered member of the Association of Dietetics in South Africa (ADSA) and the Nutrition Society of South Africa (NSSA). She served as chairperson of the NSSA Council (2010-2012) and as president of the organization (2006-2010). She is an active member of the World Public Health Nutrition Association, serving as independent adjudicator of elections on two occasions and currently serves as part of the working group on competency development of accredited Public Health Nutritionists. In 2016, she arranged the Congress of the WPHNA in Cape Town.

Prof Hanani Tabana, BSc (UCT), MPH Epidemiology (UCT), PhD (KI)

Hanani Tabana joined the SOPH in 2015. Prior to joining the School, she was a lecturer at Stellenbosch University, Community Health division. Hanani Tabana spent most of her research career years at the Medical Research Council conducting various research activities in the area of HIV/AIDS prevention. It was at this time that she enrolled for a PhD at Karolinska Institutet in Sweden. Her PhD was primarily focused on HIV prevention, HIV counselling and testing in particular and how a strategy such as home-based HIV testing could supplement other testing strategies, for rural 'hard-to-reach' populations. Her research interests continue to be in HIV/AIDS research with a focus in maternal and child health (including sexual and reproductive health). In addition, she is interested in conducting economic evaluations alongside research studies. Hanani is the convenor of the *Measuring Health and Disease II module.*

Dr Lungiswa Tsolekile, BSc (Hons) Dietetics, MPH (UWC), PhD (UWC)

Lungiswa Tsolekile is a dietician and lecturer at the School of Public Health. Since joining the School of Public Health she has worked in numerous research projects such as Chronic Poverty, a study investigating the response of households to shocks mainly HIV/AIDS pandemic, Primary Prevention of Non-communicable diseases in the townships and Prospective urban and Rural Epidemiological study (multi-country study). Her main research interests are in the primary prevention and control chronic non-communicable diseases (NCDs) and obesity adults and children. She has worked with community health workers (CHWs) in a peri-urban area in designing a programme to increase community awareness of risk factors and prevention of NCDs with a focus on physical activity. She is a presently busy with a PhD focusing on the development and implementation of an integrated training for community health workers working with chronic NCDs in an urban setting. She convenes the *Monitoring and Evaluation* module.

Prof Brian van Wyk, BSc (Hons), MSc, DPhil (SU)

Prior to joining SOPH as a lecturer in 2006, Brian van Wyk was a chief researcher in the Social Aspects of HIV/AIDS and Health research programme at the Human Sciences Research Council. His doctoral research on psychosocial support for Primary Health Care staff was conducted during his internship in the Health Systems Research Unit of the Medical Research Council. He was a recipient of the prestigious Fogarty HIV/AIDS and TB Research training fellowship at Columbia University, New York in 2006-7. His current research interests are in access and adherence to HIV treatment and social capital formation in an era of HIV and AIDS. He convenes the *Quantitative Research Methods* module.

ADMINISTRATION, FINANCE & PROJECT MANAGEMENT COORDINATION

Ms Sidiqa Abbas
Finance Administrative Officer
Sidiqa Abbas is responsible for the financial administration of various projects in the School which includes the management of various project funds. She came to the University in May 2010, having worked in the private sector.

Ms Tasneem Abrahams-Abbas
Administrative Officer
Tasneem Abrahams-Abbas joined the SOPH after a short-term contract at UWC's Business Innovation Centre. She is responsible for building management, venue allocation and provides support to a range of staff. She also procures the equipment.

Ms Bridget Basson B Admin (Hons)(UWC)
Administrative Officer
Bridget Basson started her career at UWC as an administrative assistant at the Education Policy Unit. She joined the SOPH as a receptionist in 2000 and later co-ordinated the annual Winter School programme. She currently does some travel and accommodation arrangements of certain projects and provides secretarial and administrative support to a range of staff members. In 2021, she started assisting with the student administration of the Postgraduate Diploma in Public health where she is responsible for new applications and selections. She is also responsible for the Continuous Education CPD webinar administration.

Ms Ntombomzi Buzani
Receptionist and Admin support
While working for Securitas as a security officer at UWC, Ntombomzi Buzani was posted in the SOPH building from 2013. In March 2017 SOPH appointed her as office assistant, and six months later as receptionist. She is responsible for general administration and venue bookings.

Ms Corinne Carolissen, ND Exec Sec, NHDPSE (Pen Tech/CPUT)
Senior Programme Officer: Postgraduate Programme
Corinne worked for a retail buying support group and NGO sector before joining the SOPH in March 2001.   She currently co-ordinates the administrative functions of the academic programme, including co-ordinating thesis administration for MPH and PhD programmes, does Summer School administration, and provides support to a range of staff and students.

Ms Teresa de Lima
Senior Financial Administrator
Before joining the SOPH in May 2004, Teresa de Lima worked at the SA Reserve Bank for 16 years, as well as at the Independent Development Trust and the European Parliamentarians for Africa. She is responsible for the financial administration of various projects in the School which includes the management of many project funds.

Ms Carnita Ernest, BA (UCT), BSocSc (Hons) (UCT)
Project Manager
Carnita Ernest re-joined SOPH in August 2016, having been part of the SOPH team in 2008. She has more than 15 years of experience working in the civil society sector focusing on issues of governance, peace-building, health and development. Underpinning all of this work is her personal commitment to human rights, gender equity, and social justice. Carnita has previously held senior positions within the Centre for the Study of Violence and Reconciliation (CSVR), and the Centre for Citizens' Participation in the African Union (CCPAU). She has also worked as an

independent consultant. She has conceptualised and led complex multi-country projects, undertaken fundraising for project and institutional needs, and overseen end-of cycle evaluation of programmes, working with a diverse range of individuals and stakeholders. As Project Manager within SOPH, she coordinates projects, provides assistance for grant applications to academics, and monitors project progress and reporting.

Ms Cara Fisher BCom Finance (Hons) (UWC)
Finance Officer
Cara Fisher joined the SOPH after a long term contract with Economics Management Sciences Faculty as a Facilitator. She is responsible for smaller NRF entities and all payment requests.

Ms Janine Kader, HCED (UWC), Adv Dip Public Administration (UWC)
Administrative Officer: Postgraduate Programme
Janine Kader joined the SOPH in February 2002. She coordinates the administration for the Postgraduate Diploma and Master of Public Health. She coordinates the intake of new students, their registration and provides administrative support to a range of academic staff and students.

Ms Nolitha Komeni, BCom (UWC), PGCE (UNISA)
Senior Office Coordinator
Nolitha Komeni re-joined SOPH as Senior Office Coordinator in June 2019. Nolitha previously held the position of Administrative Assistant / Receptionist at SOPH in 2013. Thereafter she joined the Education Faculty at UWC and worked as Administrative Officer for two years. Before returning to SOPH she held the position of Faculty Assistant for four years at the Faculty of Health and Wellness, Cape Peninsula University of Technology at their Bellville Campus.
In her new position at UWC she heads the Administration of the School and her responsibilities include office and personnel management, and the financial administration of projects.

Ms Tamlin Petersen, Advanced Dip in Management (UWC)
Events and Grants Administrator
Tamlin Petersen joined the SOPH in 2002, initially working part-time on the Summer and Winter Schools. She joined the staff full-time in 2009, when she became the administrative coordinator for the newly-formed UWC Centre for Research in HIV and AIDS, a position she held for five years. This comprised the overall administration of the Centre and events management, particularly the annual international HIV-in-Context Research Symposiums. She currently co-ordinates logistics, bookings and arrangements for all SOPH related events, conferences and workshops. She also does grant and bursary student project administration, travel, accommodation and other requests pertaining to SOPH projects.
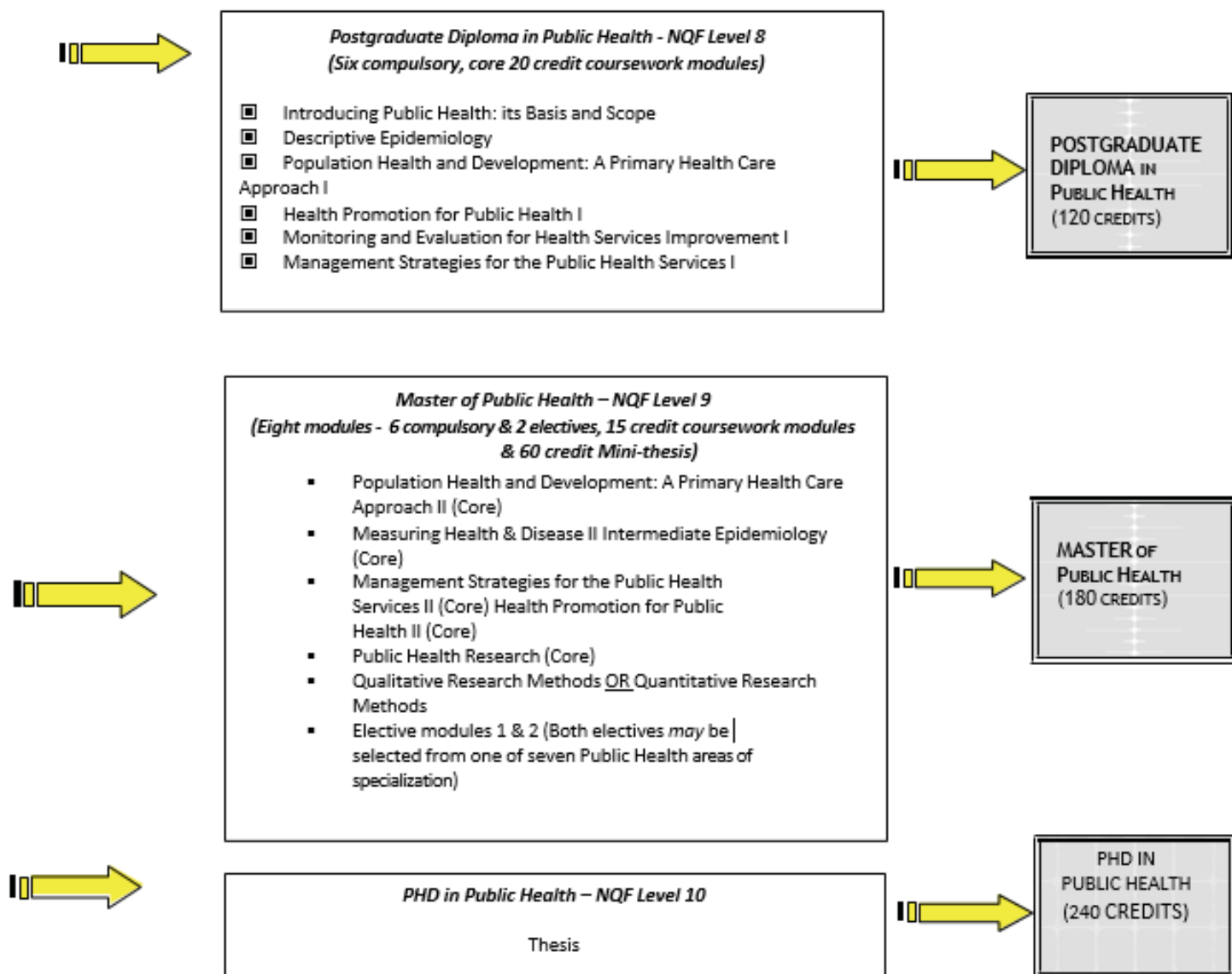
5. THE SOPH POSTGRADUATE PROGRAMME

Our programme has been designed to be as open and flexible as is viable for working professionals. Students are able to continue to work in the services while studying part-time.

5.1   DIAGRAM OF THE SOPH'S POSTGRADUATE PROGRAMME
Access to the next level is not automatic and is dependent on the student's performance.

Postgraduate Diploma in Public Health - NQF Level 8
(Six compulsory, core 20 credit coursework modules)

☑ Introducing Public Health: its Basis and Scope
☑ Descriptive Epidemiology
☑ Population Health and Development: A Primary Health Care Approach I
☑ Health Promotion for Public Health I
☑ Monitoring and Evaluation for Health Services Improvement I
☑ Management Strategies for the Public Health Services I

POSTGRADUATE DIPLOMA IN PUBLIC HEALTH (120 CREDITS)

Master of Public Health – NQF Level 9
(Eight modules - 6 compulsory & 2 electives, 15 credit coursework modules & 60 credit Mini-thesis)

- Population Health and Development: A Primary Health Care Approach II (Core)
- Measuring Health & Disease II Intermediate Epidemiology (Core)
- Management Strategies for the Public Health Services II (Core) Health Promotion for Public Health II (Core)
- Public Health Research (Core)
- Qualitative Research Methods OR Quantitative Research Methods
- Elective modules 1 & 2 (Both electives *may* be selected from one of seven Public Health areas of specialization)

MASTER OF PUBLIC HEALTH (180 CREDITS)

PHD in Public Health – NQF Level 10

Thesis

PHD IN PUBLIC HEALTH (240 CREDITS)

5.2   MODE OF STUDY

The SOPH Postgraduate Programme is offered through a combination of e-learning materials written in the form of interactive study sessions and online sessions. Our modules are delivered online through iKamva, UWC's integrated on-line Learning Management System (a SAKAI e-learning platform).

Your study materials for each module will comprise a Module Guide, readings and additional materials. These will all be lodged on a module-specific site on iKamva. iKamva offers various electronic educational technologies to facilitate greater interactive engagement between you as a student and your SOPH module conveners and lecturers. These include things like asynchronous online discussion forums and synchronous (or real time) webinars. You will find more information on iKamva in Section 7 of this handbook.

For many years SOPH's face to face or contact sessions, which introduced the key aspects of our modules to students, were held at our annual Summer and Winter Schools at the SOPH, UWC campus in Cape Town. However, because of the Covid-19 pandemic, our Summer School programme is now facilitated entirely online. It will take place in February/March and will complement the first semester modules. Our Winter School programme, which previously complemented the second semester modules, is currently being re-configured. We will provide you with more details about these new developments as they emerge.

5.3 DECIDING ON YOUR PACE OF STUDY

Deciding on the pace of your studies is probably the most important decision you are going to take at the start of your studies. How many modules you take per semester affects how long it will take you to complete your qualification. Since you will be continuing to work while you study, and in most cases, managing family life as well, you will need good time management skills, strong family and workplace support, as well as a dedication to *stay on the course*. Although distance learning is demanding, the open-learning nature of this Programme allows you to make <u>some</u> choices regarding the pace at which you study. Options regarding pace of study are outlined in the Postgraduate Diploma and MPH sections of this Handbook.

The workloads for all the qualifications in this Programme are substantial. You will probably have to find 15-20 hours of study time per week during university semesters. So work out realistically how much time you have available and select your study load accordingly. The University, however, prescribes the minimum number of modules you may take in order to ensure that you complete the programme within the required period. More information about your pace of study is offered in the sections on each qualification.

You are welcome to consult the MPH or Postgraduate Diploma Coordinator regarding your pace of study and in relation to the MPH: the selection of modules.

Other students' experience of studying part-time:

Students taking four and more modules in one year have said that it requires you to sacrifice all social events, work late into the night, and keep sharply focused on your study goals. This probably also means that you tend to neglect family commitments and this can add tension to your life. Many mature students have multiple responsibilities as breadwinners, parents, and caregivers to older parents. It may therefore be better to commit yourself to a slower pace of study. Please take a good hard look at your own situation: no one but you can make this decision!

These students' experiences bear this out:

> *"I would strongly advise health professionals who are working to think carefully about how many modules they take. I registered for six modules because I wanted to get on with the Masters. But I had to attend a number of workshops for my job; also we drive at least two hours every day to meet the communities we serve. We return very tired. As a result, I dropped two modules and failed one, and now I have to pay twice for my modules. This has been discouraging, and I feel it does not really reflect my academic ability."*

> *"I did not take into account that my family commitments and cultural activities would take up so much time this past year. Although I passed, I did not need to go through so much stress. If I knew what it would be like, I would have taken it over three years."*

Many health professionals on the programme have chosen to study at the slower pace. This certainly pays off in terms of their engagement with the programme and the quality of work they produce; it also reduces their stress levels. But have no doubt, it still requires good time-management! If you are in any doubt about the workload, discuss it with one of the Student

Administrators or the level coordinator of your programme. Misjudging your time could result in you falling behind with assignments, dropping a module and thereby wasting fees, becoming demotivated or causing yourself unnecessary stress.

5.4 SUMMER SCHOOL AND SHORT COURSE PROGRAMME

Prior to Covid-19, the School hosted a Summer and Winter School every year where face/face sessions were offered free to SOPH students for the modules for which they were registered. However, in the last two years we have switched to hosting our Summer School entirely online and are currently in the process of revising our Short Course programme (including Winter School). Updates on the latter will be circulated to you in the first quarter of 2023.

> **A virtual Summer School will be taking place in 2023.**
> The programme for this period is outlined in the *Orientation letter* which has recently been sent to you.

Although it is optional to attend Summer School (given your work and other commitments – we understand that you are busy), we strongly recommend the following:

- if you are enrolled in the MPH programme : *Measuring Health and Disease II (MPH 1st year),* and *Quantitative and Qualitative Research Methods (MPH, 2nd year).*

- If you are enrolled in the PGD (1st year) - we strongly recommend that you attend the *Descriptive Epidemiology* course.

Academic skills-building sessions (eg. academic reading, writing and referencing) are also held during (or just after) the Summer School period.

There are no additional costs associated with Summer School
As a registered student, you are entitled (without payment of extra fees) to attend Summer School and the skills-building webinar sessions associated with it.

Paying Fees before Summer School:
We strongly advise that you read the *Orientation Information* letter which outlines what is required in terms of the payment of fees. Until you are registered, you are denied access to UWC resources like the online library and all of your study materials. So it's best to get organized early so that you are ready to start studying by the time Summer School starts.

6 ADMINISTRATIVE MATTERS

6.1 PAYMENT PROCESS AND STARTING YOUR STUDIES

For those in their first year with us, we have resolved to process all online registrations ourselves. So please do not do it yourself. Consult Janine Kader for assistance (Email: soph-comm@uwc.ac.za).

Bear in mind that delayed payment delays the start of your studies. Aim to have access to your study material and to be working towards your first assignment by mid February

at the absolute latest. This means that your fees must be paid by mid January every year. All of these processes take time, so please read the following carefully so as to avoid creating delays in your studies:

- You were sent your student number by Janine Kader at SOPH; it is different to your Applicant number. Please email Janine if you have not received it by now.
- If you have not submitted your SAQA Certificate, a student number cannot be generated.
- Late payment means a delay in registration and further delays accessing your study materials, which will jeopardise your progress.
- A memo detailing the registration process has been sent to you. Please consult it.
- If you change your mind about one of the modules after you are registered, there are two opportunities to make changes: please see section 6.5.
- Be aware that you must register *every* year that you intend to study, and you must inform the Student Administrators if you do not intend to study for a year.
- The SOPH Student Administrator will facilitate the registration process for you on campus but it is your responsibility to make sure that you are registered in time annually.

Study Permits:
By law, all international students intending to travel to the Republic of South Africa for the purposes of studying (whether remotely or face to face) are required to apply for a valid study permit as well as a medical cover from a South African registered Medical Aid Scheme.

IN SUMMARY, DON'T FORGET TO …
- Pay your **minimum initial fees** as soon as possible.
- When you deposit fees, make sure that your surname, initial and Student Number are on the bank deposit form otherwise your payment cannot be allocated to your account.
- Keep a copy of your receipt of payment, and all transactions and communication with SOPH and the University.
- Scan a copy of these receipts and send them to the Student Administrator (Email: soph-comm@uwc.ac.za) at SOPH as soon as possible.

6.2 FEES AND BANKING DETAILS

Pay your initial minimum fees before the end of the previous year of study:
It is risky to wait until January to pay your fees. Firstly, the December holidays and the start of a new year is an expensive time for many of us. Secondly, SOPH cannot register you without having first received your study fees. Thirdly, you will not be able to access your study materials if you have not paid your fees and registered. Finally, nothing will be processed at UWC from 23 December – 2 Jan. So please try to make payment before **mid January** to avoid delays.

International students with African Country Citizenship:
All students who have permanent citizenship of an African country will pay the same tuition fees as South African citizens, unless the modules for which they are enrolling are offered at a higher fee, e.g. nutrition modules.

International students without African Country Citizenship:
International students without citizenship of an African country will be required to pay the international fees as published by UWC. This amount is much higher than the African citizen fees.

Fee payment by international students:
Both categories of international students are required to <u>pay the full tuition upfront</u>, for every year of registration. The registration fee is payable annually.

All students should budget for the following costs:
❖ Registration and Tuition Fees (the latter will be per module)
❖ Bank charges for transferring their fees to UWC
❖ Mini-thesis related fees (including the annual penalty fees you will need to pay if you take longer than the allocated period)

For your mini-thesis it is also a good idea to budget for a professional proofreader to edit your mini-thesis <u>before </u>you submit it for examination. Examiner's often pick up grammatical and spelling mistakes which they inevitably recommend be corrected before you submit the final version to UWC for dissemination. It is thus easier to have a professional proofreader give your mini-thesis a good edit *before* you submit for examination, so that it does not delay you after its been examined.

❖ Prescribed books (if applicable to the modules you are taking).

Note: please see the more detailed correspondence about fees that will be circulated. It will contain important information about the actual cost of the various components of the programme you have been accepted in – along with the necessary UWC bank details.

Bank Charges:
Please take note that YOU must pay bank charges when you make any payment.   Ask the bank what the charges will be. If you do not ensure this is paid, it will appear as a fees deficit. Use the Applicant Number from your Online Application as a reference for all further transactions until your receive a Student Number.

DEPOSIT YOUR REGISTRATION & TUITION FEES DIRECTLY INTO THE FOLLOWING UWC ACCOUNT:

UWC Banking Details for REGISTRATION AND TUITION FEES ONLY

Institution	:	ABSA Bank
Name of Account		U. W. C STUDENT DEPOSIT ACCOUNT
Branch	:	Public Sector Western Cape
Address	:	1ST Floor, Tygerpark 4, Willie Van Schoor Drive, BELLVILLE, 7530
Branch Code	:	632005
Electronic Account no.	:	40 4960 4740
Swift Code	:	ABSAZAJJ
Beneficiary/ Deposit Reference :		**Student Number, Initial and Surname Only**

Email details of your payment: Please email the evidence of your payment to the following email address: **finance@uwc.ac.za and soph-comm@uwc.ac.za** so that the student administrators can follow up if there are any problems with tracing your payment to ensure accurate and timeous processing of your payment.

Telephone: (+27 21) 959 2479 / 3392

Please remember to use your student number (not your Application number) as a reference when you make your deposit; your deposit is untraceable otherwise. Please take note that YOU must pay bank charges when you pay your fees.

International students:

Please note that in addition to sending your proof of payment to the SOPH (Email: soph-comm.ac.za) you must also send proof of payment to the University's Finance Foreign Payment section in order for your payment to be traced. This will ensure that there is no delay in your monies appearing in your student account.

Here are the contact details of the UWC Finance Foreign Payment section:
Fax: 27 21 959 1556 / 2986
Telephone: 27 21 959 2479/ 3392
Email address: finance@uwc.ac.za

On the form you will fill at the bank, be sure to complete Field 70: this includes your student number, surname and first name, e.g. Brown, John Malcolm.

> **Please note**: At this time of year, Finance is busy with residential students; if you do not fulfill these processes, your application will remain in a bank account unnoticed. *So please take these guidelines seriously*.

6.3 FINANCIAL ASSISTANCE

Bursaries:
Applications for bursary assistance and for more information on scholarships can be made through Mr Ebrian Johnson from the UWC Financial Aid Office, (+27 21) 959 3338 or ejohnson@uwc.ac.za.

Loans:
Working South African students can apply to finance their studies through FUNDI. For more information, visit their website at www.fundi.co.za .

6.4   AMENDING YOUR ENROLMENT OR CANCELLING REGISTRATION

Once you have paid your fees, and registered for your modules, your study materials will be accessible on iKamva (including an *Academic Handbook*). You will then be committed to paying for all the modules, unforeseen unless you formally withdraw by the date specified below. Send written requests to de-register to the Student Administrators at SOPH.

If you find that you have over-committed yourself, you can formally de-register by the relevant due date. There are two very good reasons to formally de-register:
● You can save on fees if you send your notice to de-register to the student administrators in time. If you miss the official dates, you will still be liable for fees for the modules you registered for, even if you do not complete them.
● If you formally deregister in time, these modules will not appear as an "*incomplete*" on your academic record.

Please also be aware that if you decide in the course of a year that you are not able to study in the following year (for whatever reason), you must notify the SOPH Student Administrators in writing by mid-November of that year by completing a leave of absence form.

If you do not apply for such a leave of absence you will have to re-apply to the programme the following year by doing an online application. Re-applications should be with us by the SOPH deadline for applications.
Please do not overlook this process – it can be costly if you miss these deadlines!

6.5   REGISTERING IN YOUR SECOND AND SUBSEQUENT YEARS

Once registered, you do not have to fill in another Application Form unless you suspend your studies for a year. You must, however, complete your online registration for each year you study and pay the Registration Fee.

If you are a Postgraduate Diploma student who has applied for and been accepted into the MPH, you should make an online application again. All applications will be processed through a SOPH Selection Committee.

How long can you take to complete your qualification?
The rules under which you register will apply throughout your studies, unless rules change during the course of your studies. In this case, you will be asked whether you wish to change to the revised rules or remain on those under which you first registered.

The rules indicating how long you may take on each of the qualifications are outlined in this section of the SOPH Programme Handbook.

What happens if you do not fulfil the progress rules?
The academic rules also specify *Rules of Progress* which indicate the minimum number of modules you must pass per year. If you do not comply with the progress rules, which you will find under the relevant qualification below, you will be academically excluded; you must then submit a *Letter of Motivation* to SOPH. Your explanation and motivation will be considered by a team within the SOPH and based on the merits of your case and your progress to date your request supported or declined by SOPH. Re-admission applications will be submitted to the Faculty and Senate Higher Degrees Committees who may or may not give the final approval. Fee penalties will be applicable.

	Expected completion	Progress Rules

	time	
Postgraduate Diploma in Public Health	2 years	You must have 40 credits (ie. 2 modules of 20 credits each) at the end of year 1 to proceed to year 2.
Master of Public Health	3 years Note: from the 4th year (and any additional year taken to complete your MPH) you will be obliged to pay for: ● registration, and ● the Mini-thesis penalty fee for each subsequent year beyond the first three.	You must have 45 credits (3 modules) by the end of Year 1; 75 credits (5 modules) by the end of year 2.
PhD/Doctoral thesis	5 years	If you take an additional year for the PhD– there will be financial penalties. This means that from the 6th and subsequent enrolment for Doctoral students, you will be liable for the prescribed annual registration fee and annual penalty fee.

Please note that it is usually the Mini-thesis which delays students' completion of the MPH. If you would like to take a look at these rules, please access them from the UWC website.

> **WHAT TO DO IN THE FOLLOWING SITUATIONS …**
>
> ● **You have been academically excluded because you do not have enough credits to progress:** Submit a motivation to SOPH immediately after receiving your results; SOPH will consider the application and submit it to the Faculty and Senate Higher Degrees Committee, whose decision is final.
>
> ● **You are not finished your MPH in 3 years:** Write a progress report with a motivation letter and include realistic timelines to completion to SOPH by October; it will be submitted to Faculty and Senate Higher Degrees Committee; if they accept it, **you must pay a mini-thesis penalty fee for the 4th and any additional year.** After a 4th year, you are unlikely to be accepted back into the programme.
>
> ● **You wish to suspend your studies for a year:** Motivate to SOPH in writing by November why you need a leave of absence; a year later, make an online application before the SOPH deadline for applications for reinstatement.
>
> ● **You have taken a year's break (or more) between qualifications, and want to apply for a higher qualification:** Follow the usual Application procedures by the due date. . Your application will be considered by a SOPH Selection Committee alongside other *applicants.*

Approval to resume studies is at the discretion of the SOPH and Faculty and Senate Higher Degrees Committee. Please contact the Student Administrators if you have any questions about re-registration.

6.6   GETTING YOUR STUDENT CARD

Each registered student is entitled to a student card. This card is required to enter the UWC campus, the UWC library, the Postgraduate Centre on Level 13 of the UWC Library and other facilities available on campus.

Given most of our students are based outside of Cape Town, and are able to make use of the UWC library online, you will not need a student card. In addition, as a result of the Covid-19 pandemic the University has not actually been issuing student cards of late. If you do live in the Cape Town area and would like a student card, it would be best to take a look at the UWC website and get in contact with the University Administration who are responsible for issuing student cards. The School is not able to create cards for students as this function is centralised within the University.

6.7 MODULE EVALUATIONS

At the end of each semester, we ask students to evaluate the modules they have studied, as well as SOPH's administration and support to students. We use this feedback to improve the modules and the support we offer. We urge you to respond when asked for feedback as it assists us improve our teaching and is an important indicator in the quality assurance system for higher education institution in South Africa.

So, while you study, keep notes of difficulties you have had, as well as ideas on how we might improve the modules. We take this advice very seriously, and you can always submit your feedback on each module anonymously.

From time to time we ask that our students participate in a survey - and we would like to urge you to participate in these because it helps us to understand your specific capacity building or learning needs and how we can improve aspects of our PGD and MPH programmes.

6.8 USING YOUR UWC STUDENT E-MAIL ADDRESS i.e. GMAIL

For correspondence with SOPH you will need to use your UWC gmail account. This gmail address will be assigned to you by UWC using your student number. It will take this format: **studentnumber@myuwc.ac.za**. If you were a student at UWC before, your student number will remain the same. Some of you may already be using gmail, so this will be a second gmail address.

Using gmail will have some distinct advantages: it allows you to use educational Google applications that you will find beneficial as a student (such as Google Drive for free cloud storage). The following are also general advantages which you can anticipate when using gmail:
- Each mail box will be provisioned with 30 GB of space.
- Gmail is part of the total Google Apps package which you can then access.
- You will be connected to Google Calendar which allows easy coordination of schedules or events online.
- Google Docs allows you and others to create and collaborate on documents together at the same time.
- If you save documents you are busy with on Google Drive, it will be easier to access your files either "in the cloud" or on your mobile device.
- Most Android Smart phones and Tablets have the Gmail application pre-installed and it only requires a few steps to configure in order to access your gmail.
- Gmail has an excellent built-in anti-spam feature.

As a UWC student, and ambassador of the university, the Director of IT has requested that you observe and adhere to the policies and security measures

associated with your Gmail account.

How to access to your new Gmail and Google Apps Account
1. Go to the UWC PORTAL and select the Email link at the top of the web page; or alternatively select the following link:
http://www.uwc.ac.za/Pages/Email.aspx#.Uf-ssZIwfzw

2. Select the Gmail icon, which will direct you to the Student Gmail Login Page

Alternatively access the Google Apps (Gmail) account Login Page directly selecting the following link: https://www.google.com/a/myuwc.ac.za

HOW TO SIGN IN TO YOUR NEW GOOGLE APPS (GMAIL) ACCOUNT

1. **Email:**
    <your student number>@myuwc.ac.za
 	
2. **Password:**
    For non-South African students, your Date of Birth (D.O.B)
    in the format <YYYYMMDD> is your password.
 	
    For example, if your date of birth is 8 June 1987, your
    password will be 19870608.
 	
    If your D.O.B does not work, please use this as a
    password: St!0000000000000 [Please note there are 13
    zeros in this password!)
 	
    Then select the *Sign In* button
 	
    For South African students, use your 13 digit ID number.
 	
3. Then, select the **"Sign In"** button.

IF YOU WANT TO CHANGE YOUR PASSWORD

1. Select the down arrow next to your email address in the top right hand corner of the webpage.
2. This will expand into the account management dialogue box. Select *Account*
3. The Account Web Page is generated. Select *Manage Security*, under the password heading.
4. Google generates the security webpage. Select *Change Password.*
5. The Password Self Service screen is generated. Under username enter your student number and your D.O.B as current password. Select the *Login* button, and proceed to change your password.

NOTE: A preferred complex password would contain both uppercase letters (eg. ABC), and lower case letters (eg. abc), a special character (eg. !@#) and be alphanumeric ie. contain both letters and numbers (eg. Kokerboom*321).

This second password change is for your own protection!

It ensures that your student gmail correspondence remains strictly private - as you are the only person that knows your new password.

6.9   KEEPING IN CONTACT IS YOUR RESPONSIBILITY

It is of the utmost importance, a UWC rule in fact, that you use your UWC gmail address (and not your personal or work email address) for all your communication related to your studies.

Your UWC email is the email that we will be corresponding with you during the course of your studies.

Without checking into your UWC gmail account on a very regular basis, you may miss out on crucial programme information. Should you experience problems in accessing your student email, please contact servicedesk@uwc.ac.za and provide them with your student number and date of birth (South African citizens) or passport number (non-South African citizens).

7   RESOURCES AND STUDENT SUPPORT AVAILABLE TO YOU

During the course of your studies we provide you with an array of resources to support your learning. These include:
- Module guides
- Readings (core and additional) linked to each module
- The SOPH Academic Handbook
- Summer school sessions (at the start of Semester 1) and webinars during the course of the semester for each module (in both Semester 1 and 2).
- Discussion Forums (non-synchronous)
- Contact with the Module Convenor/Lecturer (in-person, by phone or e-mail)
- UWC Division for Postgraduate Studies (DPS) incl (PET Project - Postgraduate Enrolment and Throughput Project) for academic support including training in the development of academic skills.
- Contact and engagement with your fellow students - which we hope you find as a rich resource in the process of your learning.

We explore each one of the above resources in some detail below.

7.1   LEARNING RESOURCES

Module Guides:

You will mainly study through iKamva, the UWC electronic learning platform in which Module Guides, Readings and Additional Materials will be posted; and in specific cases, a prescribed book. The Readings are cross-referenced from the Study Sessions in the Module Guide. At the beginning of each Module Guide, you'll find a Module Introduction outlining the course and contact details of the Module Convenor/Lecturer. In most modules, you will also find the assignments in the Module Introduction unless otherwise directed.

Once you are registered you will also receive access to an electronic copy of the *SOPH Academic Handbook* which focuses on academic skills and provides you with some guidance and strategies for active studying. It will be beneficial for you if you read this handbook as soon as you are registered - and before you get deeper into your studies. It introduces you to the world of part-time studies and what systems would be good to put in place to support your studies next year.

Additional Media and References:

All study materials will be on the iKamva learning platform. Note that some of the modules also require you to buy prescribed books which are noted in the introductory section of the respective modules.

Prescribed books:

PG Diploma in Public Health prescribed books
There are **two** prescribed books that you will need for your PGD studies. They are listed in the table below. The prescribed book for the Population, Health and Development I module is freely available online. However, should you want to purchase hard copy of this book, the cost is R200 plus a courier fee which needs to be paid into the *SOPH bank account*, not the UWC one. *Contact* soph-comm@uwc.ac.za   *for the SOPH bank details and the relevant courier fee payable.*

Please take note that you will have to order the other prescribed book yourself and we suggest you do this immediately given the delivery of books can take approximately 4 weeks, even via the internet.

PG DIPLOMA IN PUBLIC HEALTH: PRESCRIBED BOOKS		
Module	**Book**	**Purchasing information**
Introduction to Public Health	Lucas, AO & Gilles, HM (2004) Short Textbook of Public Health Medicine for the Tropics. London: Arnold Publishers.	Students to purchase themselves
Population Health and Development I: *A Primary Health Care*	Werner, D. & Sanders, D. (1997). *Questioning the Solution: The Politics of Primary Health Care and Child Survival*. Palo Alto, California: Health Wrights Download the free book: http://www.healthwrights.org/books/questioning-the-solution/	The book is available online or for purchase, however a courier fee will be applicable

Master of Public Health: Prescribed Books
Students are required to access the following 3 prescribed books (see table below) – with 2 of the 3 prescribed publications requiring that you purchase them yourself.

Please be aware that the books you have to purchase might be available in an e-version and you might find that an easier option to consider.

If you choose to purchase a paper version of the books, please order these as soon as possible given the delivery of books can take approximately 4 weeks, even if you have purchased it from an online provider.

MASTER OF PUBLIC HEALTH PRESCRIBED BOOKS	
Module	**Book**
Management Strategies for Public Health II	Mintzberg, H. (2009). *Managing.* San Francisco, CA: Berrett-Koehler Publishers, Inc.
Public Health Research	Colin Robson. *Real World Research, 4th edition* (2016). John Wiley and Co.
Qualitative Research Methods	Colin Robson. *Real World Research, 4th edition* (2016). John Wiley and Co.
Quantitative Research Methods	Open source workbook published by IDRC: Designing and Conducting Health Systems Research Projects Volume I: Proposal Development and Fieldwork - Corlien M. Varkevisser, Indra Pathmanathan & Ann Brownlee.

At MPH and PG Diploma level, you are expected to read beyond the materials provided. You will be given references for further reading, articles, books and websites in the Module Guides.

Using the Internet:

For all your MPH modules you will be required to search for some of the necessary literature over the Internet. The module convenor will provide you with the website links to use to search for overall core module articles and articles specific to Units. You will need to go to these websites and download the prescribed articles. It is often better to copy and paste the URL link into an Internet web search and then follow the search for an article rather than click on a highlighted link provided in the Module Unit. Apart from searching for articles that have been prescribed for your module, you will need to be able to independently search for relevant literature. For example in the Public Health Research (PHR) assignment 2, you write the assignment on a potential research topic of your choice. For the literature review section of the assignment, you will need to use the methods in which you will be trained during the PHR module to search on the Internet for literature and materials for your own specific literature review.

During your MPH studies, you need to find a place where you can have very regular access to using the Internet. You will develop the skills to efficiently search for literature. The UWC Library website is very helpful in doing so, as is Google Scholar and a search engine called PubMed. There are several other search engines that exist. You can use the methods you will learn during your PHR module to do your literature searches via Internet search engines. Don't be daunted by this, you will receive training and practice in doing this, during your MPH course.

7.2   ATTENDING SUMMER SCHOOL

As we mentioned in Section 5.4, a good way to kick start your studies is to attend the Summer School. Each Summer School course covers some of the content of the related module. Attending Summer School it is not compulsory but we do strongly encourage our students to attend it if they can. If your time is limited we specifically recommended you attend *Descriptive Epidemiology* (PG Diploma) and for the MPH courses - *Measuring Health & Disease II* and for the research courses *Qualitative and Quantitative Research Methods.*

7.3 TAKING ADVANTAGE OF LECTURER SUPPORT

Contacting your Lecturers:
Should you have any difficulties with a module - or have questions you would like to ask the Module Convenor/Lecturer we encourage and anticipate that you will contact them. Unlike an under-graduate degree (where the classes are often very large and a lecturer might be too busy to offer individual consultations to their students), our post-graduate programme offers smaller classes and follows adult learning principles - one of which is self-direction.

So, please feel free to engage actively with the Module Convenors/Lecturers as you progress through your studies at the SOPH. Their contact details are provided at the end of this Handbook and on each of the module sites.

Sending Draft Assignments:
Another important way to get support is to prepare a short draft of your assignment and to send it to your lecturer on the due date listed on an Assignment Schedule which will be sent to you by the Student Administrators in the new year. This process has been designed to give you feedback before you need to complete and submit your final assignment. A draft can simply be an outline of what you are planning to do. It is a good way check that your understanding of an assignment task and its requirements is on track. You can then use the feedback you receive from the Lecturer to finalise your assignment.

One important point about draft assignments is that we do not accept late submissions - so you have one opportunity to hand in a draft assignment on the scheduled date. There is more information about submitting Draft Assignments in Section 8.

Linking up with a Mentor:
A mentor is someone who is readily available to meet with you, and can assist you with planning and progressing through your studies. They might also help you think through and plan your response to an assignment, and help you understand a concept or a calculation that you are struggling with. A mentor should have more knowledge and experience than you. Mentors are not involved in marking assignments and would not need to know the module content in detail, but would be able to act as a sounding board and advisor. It would be ideal if you could approach someone in your workplace or in an institution that you have an association with, perhaps there might even be a potential mentor in the same geographical setting in which you work. They would then also be able to help you apply new knowledge to real-life work situations and challenges that you face.

It will be largely left to you to choose and approach such a person in your home area. We suggest that the time commitment by the mentor should not be more than about two hours every second week, and discussions should be held at a time and place that suit both of you.
A mentor is not someone, however, who writes your assignments or exams for you! Someone who does that is known as a "cheat" - and similarly, if *you* persuade and/or pay someone to do your assignment or exam *for* you - you would also be known as a "cheat". Given many of the Module Conveners/Lecturers have been academics for decades they are quick to detect such dishonesty and the consequences can be grave for the future of your studies. We discuss the issue of academic integrity in Section 8.4 of this Handbook. We also run a session on the topic of academic integrity in Summer School and encourage you to attend.

Forming a Student Study Group or Network:
Study groups or peer groups have been shown to be powerful mechanisms for enhancing learning and sustaining motivation while studying part-time and online. At the start of the first Semester we set up a *WhatsApp* group for new students starting their PGD, and another *WhatsApp* group

for new students starting their MPH.

Module Conveners/Lecturers and Student Administrators are members of these *WhatsApp* groups from the start - but then exit from the group at the end of the Summer School period. We find it useful to be in these two groups from the start so as to be able to respond to the many questions students inevitably have as they start their studies. Once we exit these groups, we hand over the reins to you as a student body and we have no further access whatsoever to the conversations and discussions you have with one another on the *WhatsApp* groups.

Some students have found it useful to form a study group and meet as peers for mutual academic support. We encourage you to use all the opportunities we provide to engage and learn from your fellow students through, for example, the summer school sessions, the webinars that are held during each semester, and the online discussion forums or paired tasks that some modules request you to do.

Please be aware that setting up a peer-learning group with your fellow students, does not include writing your assignments together, or copying some or all of the text of a previous student's assignment. These types of actions are considered as being academically dishonest. We talk more about this in Section 8.4 of this Handbook. As mentioned previously, we run a session on the topic of academic integrity in Summer School and encourage you to attend.

7.4 DEVELOPING YOUR OWN STUDY SKILLS

While studying at SOPH, you are encouraged to improve your ability to read academic texts, write successful assignments, and develop many other academic skills which will help you to be a successful student. The following are some of the options offered to strengthen your academic competencies:

- Ask for help when you need it from the Module Convenor/Lecturer, for example by submitting draft assignments and using the feedback to guide you.
- Read the *SOPH Academic Handbook* which will be available to you when you are registered as a UWC student.
- Visit the *SOPH Academic Skills site* on iKamva - which will also be available to you when you are a registered student.
- Attend the academic skills sessions offered at Summer School.
- Contact UWC's postgraduate academic development division called the Division for Postgraduate Studies. You will find their details below in Section 7.4.1.

7.4.1   Division for Postgraduate Studies

If you are an MPH or PhD student and busy with your mini-thesis or full thesis – and believe that you could benefit from additional support in relation to the quality of your academic writing, then we would encourage you to make contact with the UWC Division of Postgraduate Studies.

The Division for Postgraduate Studies (DPGS) offers virtual mentoring to registered UWC postgraduate (PG) students and provides Writing and Statistics Coaches to assist postgraduate students with acquiring research skills such as academic writing, research methodology and data analysis,
https://www.uwc.ac.za/Students/Postgraduate/Pages/default.aspx

DUTIES OF WRITING COACHES
- Conduct a one-on-one academic interaction with postgraduate students on general academic writing skills.

- Provide comprehensive assistance in writing skills within the context of organised, logical and coherent presentations of research proposals and theses.
- Assist postgraduate students on supervisor's comments in proposals or thesis drafts.

DUTIES OF STATISTICAL COACHES

- Assistance with the development of data collection tools (surveys, questionnaires, etc)
- Data preparation and cleaning:
- Master sheet preparation, coding and labelling
- Data cleaning
- Assist with data analysis
- Use of data analysis software: SPSS and AtlasTi.

COACHES DO NOT WRITE FOR STUDENTS AND ARE NOT SUPERVISORS

The Division for Postgraduate Students

To request and be assigned a writing or statistical coach, please complete the JOTFORM via the link below:
https://form.jotform.com/51601578349965

For further assistance please contact: postgradstudies@uwc.ac.za.

7.4.2   The Writing Centre

If you are (a) a PGD student or (b) are in your first or second year of your MPH and busy with your core or elective modules – and feel that you could benefit from a bit of additional support in relation to your academic writing (eg. if you are struggling to structure your response to an assignment question or synthesise the various ideas you have into a coherent argument – or would just like some help in establishing more of an academic tone in your writing), then we would like to suggest you make contact with the UWC Writing Centre.

Services offered by the Writing Centre:

The Writing Centre is a free service offered by the University to assist you with developing your academic writing skills. We have a team of postgraduate writing tutors who provide advice and guidance in response to a draft of your assignment or essay. This will help you to improve your assignment and in the long term become a better writer.

It is important for you to be aware that the UWC Writing Centre does not provide an editing service but will provide you with developmental feedback on a draft of your assignment that will assist you to rework it before submission.

View the webpage: https://www.uwc.ac.za/campus-life/special-units-and-programmes/writing-centre or https://www.facebook.com/wrcuwc.co.za/

How to make contact with the UWC Writing Centre:

Send an email request for assistance to (writingcentre@uwc.ac.za), copying Arona Dison (adison@uwc.ac.za).

In your email, you will need to send the following information:

- the draft of your assignment
- the instructions for the assignment and rubric, if there is one.
- describe what you specifically would like assistance or guidance with (or what you are concerned about) in relation to your writing
- provide your student number and your contact telephone number
- provide the name of the module and the module code that you are doing/requesting writing help with
- Name of lecturer
- provide the deadline for when the assignment has to be submitted.

Genevieve will respond to your email and then allocate you to one of the Centre's postgraduate tutors, who will give you written feedback using the MSWord comment function and then email your draft version of your assignment back to you.

Note:
The turn-around time is approximately a week, depending on the length of the document, and the pressure on the UWC Writing Centre at the time.

This will mean that you will need to work ahead of time to allow for the Writing Centre to review your work and for you to spend some time revising your assignment based on their feedback.

Remember: y**our *Academic Handbook* and the Academic Literacy Resources on the iKamva online learning platform will also assist you in gaining these skills!**

7.5   USING THE UWC LIBRARY AND ITS ONLINE RESOURCES

Have you thought about what learning resources are available to you as a student at the UWC and the School of Public Health?

As one of our colleagues suggested:

> *"Knowing how to access other written resources (in libraries and on the internet) is an essential part of being a postgraduate student, a researcher and a Public Health practitioner. Instead of feeling left behind, empower yourself now and take control of the opportunities that your university and e-technology can offer."*

Where is the UWC library located?

Although the library is physically located on campus, the majority of the academic literature that you will need for PGD or MPH studies is available online. Increasingly we are also ordering all the new public health books as e-books – so as a distance learner you can figuratively visit the UWC library anytime you want. There are no opening and closing times – it's all at the end of your fingertips!

> *"The only thing that you absolutely have to know is the location of the library."*
> *Albert Einstein.*

Here are two important links to help you get orientated to the UWC library:
- The UWC library website homepage is located here: http://lib.uwc.ac.za/

- A Library Guide, specifically created for all of our distance students, will assist you to understand how to use the different tools on the library website so that you can access all of the e-resources: **https://libguides.uwc.ac.za/schoolofpublichealth**

How can the "School of Public Health – Distance Students Library Guide" assist you?

This is some of what the Library Guide will be able to assist you with:

- The contact details of our Faculty Librarian, Ms Vuyokazi Kiva-Johnson & how she can help you.
- Guidelines about how to log into the library website so that you can start to look for relevant academic literature.
- Advice about how to find information using uKwazi (the library catalogue) to find information in different types of sources, for example, journal articles, books (print and e-version), newspaper articles, theses and dissertations.
- Links to all recommended databases that we suggest you start browsing for public health related literature on a specific topic.
- A list of the latest books that the SOPH has purchased - most of which are digital and so can be accessed by all of our students off-campus.

How do you log onto the UWC library website?

The Library website will automatically detect Off Campus users and will thus prompt for your Novell Username or Password (your Student Number) or Password (date of birth – yyyymmdd) or passport or ID number when required. This generally happens when you start using a database – at which point you will be prompted to authenticate yourself using the above details.

If you encounter a problem logging onto the databases please contact:

- the ICS Service Desk at servicedesk@uwc.ac.za or phone (+27 21) 959 9557, or
- the e-Resources Librarian (Anne Moon) at amoon@uwc.ac.za or phone ((+27 21) 959-3016.

Please provide our colleagues with your student number, date of birth and ID or passport number.

7.6   YOUR COMPUTER SKILLS

In order to study at postgraduate level, a range of computer skills will be needed. In the weeks before you start studying, you are urged to prepare for it, e.g. by getting a stable e-mail address and by learning to search using the Internet more effectively. We are aware, however, that getting access to the Internet for prolonged periods can be a problem for many students. Nevertheless, we strongly urge you to try to organize this access for yourselves: your studies depend on access to scholarly literature.

Below we outline the skills level that will be needed for this course and suggest some ways in which the difficulty of getting access to a computer might be overcome. The essential computer competences that you will need are as follows:

a. Type assignments using a word processing programme (such as MS Word, Open Office).
   This has advantages for you too – it allows you to revise and edit your own work taking less time, and to receive feedback from your lecturer by e-mail.
b. Manage files and folders.
   Good housekeeping with regard to your files and folders, their titling and their location can save you lots of time. Set up a system in advance.

c. Send and receive e-mail; attach documents to an e-mail.
We expect you to make use of e-mail for communication with the School, and to have a reliable e-mail address that you use regularly.

d. Use Excel spreadsheets.
This will be a very valuable programme to use in your epidemiology courses, for capturing data.

e. Join and participate in Discussion Forums.
Increasingly, non-synchronous Discussion forums are being used to support our modules. Learning how to join and manage your membership is important to maximize the learning opportunity represented by this forum.

f. Use the Internet to search for information

g. Using Mendeley (a free programme on the Internet).
This will allow you to save the literature you find, and to reference the literature accurately

Here are some of the ways in which past students have managed to strengthen their computer skills and use the library:

- Through your work supervisor, apply to do a computer course in Excel for example, at your workplace.
- Ask a colleague, a student (present or past), your son or daughter or friend to help you to learn a new programme or search for literature by following the instructions above.
- Ask a more experienced person to show you how to search for literature using the Internet. The same guiding programmes are on the Library website under Self-learning zone, if your Internet access is good.
- Using Google Scholar (not Google) can also be very helpful, but it contains far less than the databases.

When studying at postgraduate level, it is not sufficient to use general internet websites, and certainly not Wikipedia for information for your assignments. They are not considered "scholarly" within the academic context.

You have therefore been given, through the UWC Library website, access to a large range of very useful Academic Databases (which in turn contain an enormous amount of academic resources, including journal articles). Academic Databases are like online academic libraries: they contain a wealth of academic papers and books across a range of different disciplines – all of which has been neatly catalogued. The good news is that most of the public health related articles (and some of the books) you will be looking for during your studies, for example, for further reading around an assignment or when you are developing your proposal for your mini-thesis, will be available for free on one of these academic databases.

So whilst we have provided you with a set of core and additional readings and resource for each Module - you will, during the course of your studies also be encouraged to read beyond these core texts – and the library will be a welcome resource for your further reading.

7.7 GUIDELINES FOR USING IKAMVA, THE ONLINE LEARNING PLATFORM

As a student support strategy and to encourage interaction between students and lecturers, lecturers will be using iKamva, the online learning platform, for all SOPH Modules this year.

What is iKamva?

iKamva is the online learning and collaboration environment used by the UWC community. iKamva is used to support UWC courses, or modules, and project sites which are initiated by the community. The word "iKamva" means "future", which refers to the way in which the social and technological developments are advancing and moving forward.

Why is iKamva used?
iKamva is an eLearning platform which accommodates different types of sites. Examples of types of sites are:
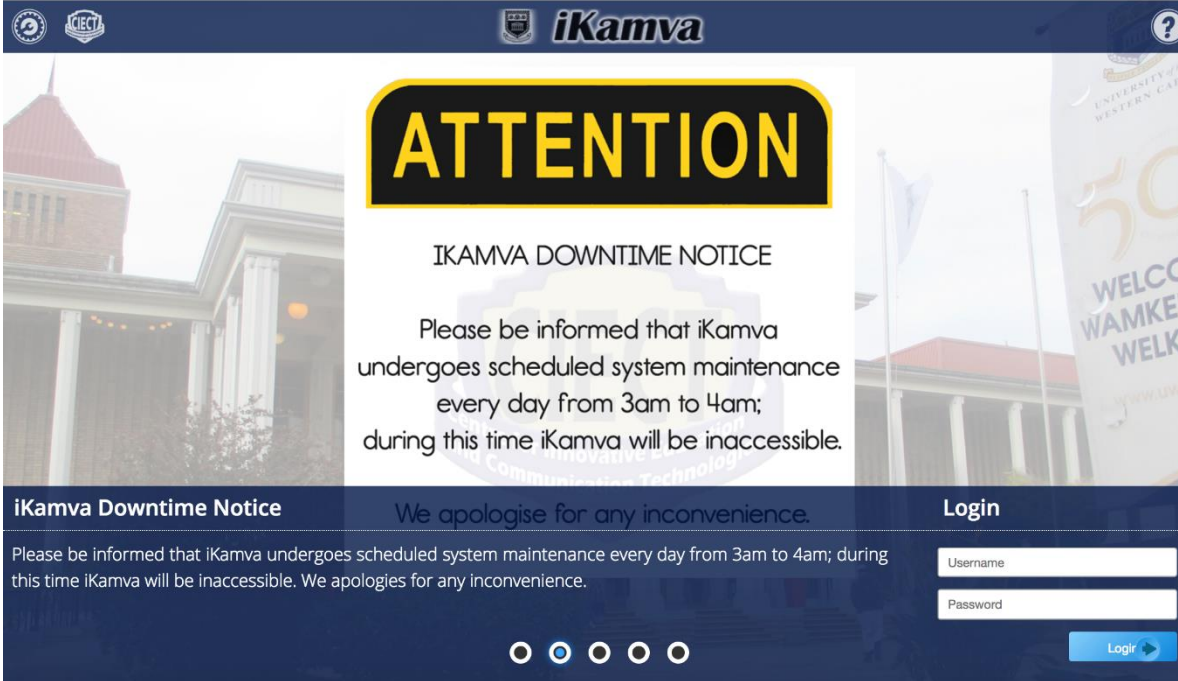
- UWC course/module sites: which allow the use of a range of different eTools such as eAssessment, communication and content creation.
- Project sites: which provide a central space for collecting and reflecting on project data by different community groups.

How do I log into iKamva?
- To log in to iKamva you need to open up your internet browser (e.g. Google Chrome or Moxilla Firefox are recommended. Please avoid using Internet Explorer) and search for https://ikamva.uwc.ac.za .
- Please note you can only access iKamva once your registration is complete.

To log in to iKamva you need to open up your internet browser (eg. Google Chrome or Moxilla Firefox are recommended) and search for https://ikamva.uwc.ac.za. Please avoid using Internet Explorer

This should take you to the screen shown below. You then have to log in, if already a registered student, with your Student number (User ID) and if you are a South African student, your password will be your 13 digit ID number and for non-South African student use !St0000000000000 (13 zeros).

Upon login with your correct details you should be able to see the screen shown below with two main toolbars: Home and Sites

Home: Overview

Home is an individual online worksite that functions as a private workspace for each user. When you log in, you will automatically open Hom, which will display the Message of the Day and My Personal Workspace Information boxes. By default, these boxes contain announcements, the calendar, and information from the iKamva system administrator.

Key Features:
In **Home**, you can perform various tasks, including:
- Uploading files in your own private **Resources** tool. Material uploaded can be accessed on any device, wherever you may be as long as you sign in as yourself. You can save drafts or backup copies of work in progress in My Workspace Resources
- Viewing an integrated **Schedule** for all course sites in which you participate
- Viewing **Announcements** from all your course sites
- Creating your own private **Schedule** items
- Viewing a list of all sites you belong to in **Worksite Setup**
- Revising worksites you own by adding users or changing tools
- Choosing how you would like to be notified of new or changed items on sites you belong to in the **Preferences** tool
- Adding yourself to publicly joinable sites with the **Membership** tool
- In My Workspace, you can print a PDF file of all your **Schedule events** for the day, week, or month.

How we will use the iKamva sites:
- Note that there will be different sites for general communications from the student administrators, and modules.
- The Student Administrators will send you Programme notifications and Memos through the site; if it is for a specific group of students, the subject line will say so, e.g. Att Mini-thesis students; because you receive the announcement as an email, you don't necessarily need to access the site to see the announcement.
- All such communications will remain on the site: this means it will serve as a kind of filing cabinet.
- For all Modules, lecturers will use the sites as learning tools - to clarify questions, for group discussions, to facilitate group tasks and for interactive learning. Students are often better at explaining difficult concepts to each other than lecturers are; so we encourage you as students to offer your capacity and experience to your fellow students by sharing insights and questions!

In using iKamva, please observe the following etiquette:

- No offensive or discriminatory content;
- No commercial messages;
- No invitations to join Facebook or Linked-in via the site;
- No assignments to be sent in this way;
- No sharing of the mailing list except for programme purposes;
- You may share interesting or important resources, websites or events via the iKamva Communication site;
- You may communicate problems or questions to other students, or link up with smaller groups if you wish to;
- **Important:** Do not hit the "Reply" button just to say thank-you! If you "Reply", every one of us receives an email. This is bad practice as it fills up everyones' email boxes. So even if you feel grateful, don't just hit the Reply button!

SOPH PGD/MPH Student Communication on iKamva: Overview

This site is open to only Students, Lecturers and Administrators of the School of Public Health, UWC. By clicking on this toolbar you automatically land on the Home page which contains general SOPH announcements. This site will be used for communication purposes mostly by the Student Administrators, Corinne and Janine

All students, lecturers and student administrators will be added to the SOPH Communication site. The value of this site is that we can communicate with the whole group at one time, invite responses, and the conversation will be archived in one place (on the site) so that you don't have to search through all your emails. So if you need the Programme Handbook in July, you can go to the SOPH Communication site and find it straight away!

SOPH Module Sites

The individual Module sites will contain all the information relevant to that module. The beauty of this facility is that everything is one place and can be accessed wherever you are as long as you have internet access. Each Module will include a Module Welcome, Learning Outcomes, Assessments, Study Schedule, Module Guide, Readings and any Additional Resources relevant to the respective module, such as videos.

Announcements pertaining to the module will be sent to students by the module convenor via the module site. Several modules have Discussion Forums and these will be lodged on the iKamva module site. In most cases participation in Discussion Forums is compulsory but we will inform you about them when you commence the module. In addition to this brief description of What and How iKamva will be used you can also watch videos to help you use the different tools including logging on to iKamva developed by the UWC Centre for Innovative Education and Communication Technologies (CIECT) youtube channel

8   ASSESSMENTS

Every module is assessed and most of them are assessed through two assignments. There is more information about Assessment under each qualification section below.

Assignments are found on the Module's Ikamva Site with the Module Convenor's name and contact details. Assignment deadlines will be sent by the Student Administrators. The length and format of each assignment may differ and will be clearly indicated in the assignment instructions. All assignments should be typed (no hand written assignments will be accepted).

At PG Diploma level, a degree is awarded 'cum laude' if a student obtains at least 75% in each module. For a 'magna cum laude' pass, a minimum mark of 80% must be obtained in all modules. For a 'summa cum laude' pass, a minimum mark of 85% must be obtained in all modules. In all of the above instances, the modules must be completed in the prescribed minimum programme duration. The same applies to the MPH, however, the relevant mark should be obtained in the mini-thesis as well, up to the required credits for the programme and in the prescribed maximum programme duration. Consult the UWC general calendar for updates.

8.1   SUBMISSION OF ASSIGNMENTS

Submitting Assignments

We recognise that it may sometimes be difficult to submit assignments on time, owing to heavy workloads and family responsibilities. However, in the interest of fairness to other students, the staff's marking schedules and the integrity of the marking process, you must adhere to deadlines.

- Assignments must be uploaded to the iKamva online learning platform by the due date.
- Assignments should include an Assignment Cover Sheet. An electronic copy is available on iKamva.
- Make sure you include your student number.

General Guidelines for Presenting Assignments

Follow these guidelines every time you submit an assignment:

- You have to submit your assignments via iKamva.
- You have to log onto iKamva using your student credentials (Students number and password) to submit your assignment.
- When submitting an assignment you have to go to the module site (clicking on the Sites on your toolbar you will see all the modules you are registered for). Please ensure that you are on the correct module site for the assignment you are submitting.
- You have to use the Assignment eTool on the left on the navigation bar on your module site to submit the assignment.
- On the Assignment eTool a list of assignments due will appear (Draft Assignment 1; Final Assignment 1; Draft Assignment 2; Final Assignment 2). You have to select the assignment you wish to submit and detailed instructions will appear once you have made your selection.
- Finally, please remember to upload your assignment at the bottom of the page clicking

- on Submit.
- Refer to the PowerPoint step-by-step instructions on iKamva to guide you through the assignment submission process. If you should encounter any problems, need clarification or guidance please do not hesitate to contact Ziyanda Mwanda (see details at the back of this handbook).
- Marked assignments will be loaded onto the same site where you have submitted the assignment and you have to download the marked assignment. You can expect feedback within 2-3 weeks of submission dates.
- Please take note that Assignment 2 Final Feedback will take longer as these assignments are sent for moderation and the marks can only be released once the moderation process has been finalized.

Assignment requirements

- Your assignment has to be submitted in an A4 format, 1,5 line spacing, and in 12 pt Times New Roman font type and font size.
- Keep to the recommended length. Excessively long assignments may be penalised. We suggest that you consult with each of your Module Convenors/Lecturers about what word length will be penalised and by how much for every module.
- Number ALL of your pages.
- Only MS Word versions with a cover sheet will be accepted as assignments Include the Assignment Cover Sheet (completed *fully*) as the first page of the assignment, i.e. the cover sheet and the assignment must be one document.
- Always put your name on every file you send, and label the file correctly, using these instructions as a guideline when uploading your assignment onto iKamva:
    - Your Name (Surname, Initial) e.g. **Mambwe R**
    - Module abbreviation (see Programme Handbook for Core module abbreviations). Use CAPITALS, e.g. **PHC II**
    - Assignment number, e.g. 1 or 2, and Draft or Final
    - The year, i.e. 2022

e.g. **Mambwe R, PHC II Asn 1 Final 2022; Mambwe R, PHC II Asn 1 Draft 2022***.*

PLEASE use the same surname that you officially registered with. Using a different surname will cause unnecessary confusion and delays.

PG Diploma ABBREVIATIONS FOR FILE NAMES			
Introducing Public Health	IPH	*Health Promotion for Public Health*	HP I
Population Health & Development I	PHD I	*Monitoring & Evaluation for Health Services Improvement*	ME I
Descriptive Epidemiology	Epi	*Management Strategies for Public Health Services*	MS I
MPH ABBREVIATIONS FOR FILE NAMES			
Public Health Research	PHR	*Population Health &*	PHD II

		Development II	
Management Strategies for Public Health Services	MS II	*Qualitative Research Methods*	QRM
Health Promotion for Public Health II	HP II	*Quantitative Research Methods*	QnRM
		For more Electives, please abbreviate titles so that they are easy to recognise at a glance, e.g. QRM for Qualitative or QnRM for Quantitative Research Methods.	

Poorly labelled files assignments will be returned to you for review.

Draft Assignments

As you are studying at a distance, lecturers will provide feedback on a draft of your assignment. In your assignment deadline schedule we have given due dates for draft assignment to be handed in. We do not accept draft assignments that are **not** handed in by this deadline. Allow 14 days for your lecturer to return your drafts. If you experience delays in getting feedback, please inform the Student Administrators. Though it is not necessary to send the whole assignment as a draft – it can be work in progress - please ensure that you have addressed the difficult parts of the assignment and ask questions. Draft assignments are key to ensuring that you are on the right track and they provide the lecturer with and opportunity to provide guidance towards the successful completion of your assignment.

8.2   FEEDBACK ON ASSIGNMENTS

The various Module Convenors /Lecturer have different approaches and styles to providing you with feedback on your draft assignments. This process has been designed to provide you with an opportunity to receive feedback from the Module Convenor/Lecturer on two critical aspects of our assignments: firstly, on the tone of your academic writing; secondly, on the technical aspect of the assignment. Please take in to consideration that marking is subjective, based on a rubric and assessment criteria thus you could receive different types and detail from different markers and conveners depending on the module. Furthermore, given this is a post-graduate programme we have an expectation that our PGD and MPH students are gathering information and feedback from a *range* of sources – and *not only* relying on the feedback they get on their draft assignments.

Engaging with this feedback is one of the ways for you to learn in distance education. If you do not understand the feedback, you are urged to contact your lecturer. If you receive feedback on a draft assignment and do not use it in the final assignment, you can expect this to be reflected in your final mark.

8.3   OTHER IMPORTANT INFORMATION RELATED TO ASSIGNMENTS

Return of Marked Assignments:

The return of marked final assignments is within three to four weeks of the hand-in date. SOPH's lecturers are committed to trying to return assignments on time. If you experience long delays in getting feedback, please inform the Student Administrators. Also note that all summative assessments are moderated by external moderators therefore feedback can only be released once the moderation is complete.

Should you be dissatisfied with your marked assignment there are mechanisms in place through which you can query the mark:

For Assignment 1

You can apply via the SOPH Student Administrator for a review of your mark within one week of receiving your mark - at no cost to you. A different academic/internal moderator will review your assignment and provide a second opinion or assessment of your assignment. Please take note that the second review of your assignment and the mark that you are awarded by the second marker is final.

For Assignment 2

You can request a re-mark of your Assignment 2 via the UWC Student Administrator at a cost - where an external marker that is appointed will be requested to remark your assignment. Please take note that the external marker's mark is final even if it is less than the original mark attained. You have to apply online within five (5) days of receiving your final mark - https://form.myjotform.com/90072612216548.

Should you be dissatisfied with any other aspect of the assignment please contact your lecturer/convener directly.

8.4   ACADEMIC DISHONESTY/CHEATING, PLAGIARISM AND POOR REFERENCING

Plagiarism or using other peoples' ideas, words and work without acknowledgement is a worldwide problem and one which we take very seriously. At higher education level, you are expected to make use of the work of others – in particular, experts – in substantiating and developing your own arguments. However, when you use someone else's ideas and words, you are expected to indicate this by **citing** the source correctly. This practice is not the end goal of academic writing, it is simply the most basic convention, which demonstrates the evidence upon which you are building your argument. Ignoring the convention is very naïve, and shows ignorance of the whole scientific enterprise. Please note that:

a) We expect you to reference other peoples' work every time – whether it is their words, or just their ideas.
b) We expect you to reference accurately.
c) We expect you to reference consistently, i.e. in the same manner, using the same style, throughout your assignment.

To enforce these expectations, you will be penalised for **poor referencing**, **plagiarism**, and **cheating** in your assignments.

Please consult the *Academic Handbook* for definitions and examples of these terms. Referencing is not a skill that anyone is born with. One simply needs to follow the guidelines.

Cheating – academic dishonesty and plagiarism

The *University of the Western Cape Plagiarism Policy* defines plagiarism as follows:

> *Plagiarism is (a) the appropriation of formulations, ideas or words from the work of another person without acknowledging the author(s) and the source; and (b) the appropriation of work from someone else's assignment, thesis, test or research paper*

without acknowledging such other person and/or source
(University of the Western Cape, 2011: 1).

Using text from a book, journal, SOPH Module Guide, Internet, or any other document or someone else's assignment, thesis, research paper or exam without acknowledging the author or source to obtain credit constitutes plagiarism.

Although it is difficult to draw the line between plagiarism and academic dishonesty, the latter involves the intention to deceive the reader. Both involve some or all of the following practices:

- Lifting a distinctive piece of text, a phrase, a sentence, paragraph or an idea from another's work to use as your own, without indicating that it is quoted and without acknowledging the author or source.
- Using another author's idea without acknowledgement, even if you have put it into your own words.
- Only slightly changing the text, citing the source, but NOT using quotation marks.
- Copying from another student's assignment, examination script or mini-thesis.
- Collaborating with any person during an assignment without due authority. Collaborating is taken to mean the actual execution of the assignment (and not discussions you may have had prior to starting the assignment).
- Substituting for another student or permitting any other person to substitute for you in writing an assignment, examination or mini-thesis.

Below we try to give further clarity.

Poor Referencing Practices

In contrast to plagiarism and academic dishonesty, poor referencing is not deceptive; it is simply sloppy. "Poor referencing" means that the way that you have presented the reference is not correct, e.g. a date is missing, the referencing is not consistent, but there is some attempt to show that this is not your idea or work.

Poor Referencing Practices include:

- Inaccurate punctuation in references;
- Mismatching text references and a Reference List;
- Spelling mistakes of names, titles, publishers, etc.;
- Incomplete references.
- Showing quotation marks without an accompanying citation.

On the next page are some examples of poor referencing practices and the consequences for students.

Penalties for Poor Referencing, Plagiarism or Academic Dishonesty

Students in	Offence	Penalty
Any year of study including 1st year	Academic dishonesty/ cheating	The case will be referred to the UWC Proctor (Disciplinary Officer) and the student will be prosecuted at <u>any</u> time in their university career. The potential consequences are as follows: ● A hearing may result, at the Proctor's discretion. ● If found guilty, you may be suspended from study at UWC for a semester or longer. ● You may forfeit marks for the assignment or be required to rewrite it. ● You may forfeit marks for that module, resulting in your having to re-register for that module in the following year. ● You may have to write a letter of apology to the lecturer/s concerned. ● Your academic record may be endorsed, i.e. academic dishonesty will be noted on your transcript. ● Your name would be published in the UWC campus newspaper. ● This could affect your future references, and applications for bursaries.
1st year of study with SOPH **Semester 1**	Poor referencing or plagiarism	Lecturer returns the assignment to you for correction; marks are withheld until it is returned corrected. Marks are deducted according to assessment criteria.
1st year of study with SOPH. **Semester 2**	Poor referencing	Lecturer returns the assignment to you for correction; marks are withheld until it is returned corrected. Marks are deducted according to assessment criteria.
1st year of study with SOPH **Semester 2**	Plagiarism	Lecturer returns the assignment to you for correction; marks are withheld until it is returned corrected. Marks are deducted according to assessment criteria.
2nd or **3rd** year of study	Poor referencing	Lecturer returns the assignment to you for correction; marks are withheld until it is returned corrected. Marks are deducted according to assessment criteria.
2nd or **3rd** year of study	Plagiarism	The lecturer <u>is at liberty to return the</u> <u>assignment with a 0 result</u>; the student repeats module.

Avoiding referencing penalties:

In accordance with the University Policy on plagiarism, the School of Public Health has instituted various measures to help you, as a scholar in training by developing a mandatory tutorial on "Avoiding Plagiarism" which will be available on iKamva. This is to help you acquire proper referencing competencies.

To avoid penalties, wasting lecturer time and fees – through, for example, having to repeat a whole year – please familiarise yourself with proper referencing practice. There is a comprehensive guidance in the *Academic Handbook* Section 5.3. It is very important for the success of your studies that you master these rules and apply them without fail in your writing. Should you encounter a referencing situation that is not explained in the *Academic Handbook*, your lecturer will be happy to give you guidance, but please make sure you ask before you hand in your assignment.

Signing the "Declaration by student":

The Assignment Cover Sheet that you are required to send with your assignment, contains a declaration which we required you to have signed: this declaration makes the promise that your assignment is your own work, and that you have used the required referencing system; when you sign this declaration, you are claiming the above to be the truth, and thus accepting all the penalties outlined above.

Note: We will return to you any assignment submitted without your e- signature in the "Declaration by student" slot.

8.4   ASSIGNMENT COVER SHEET

You will find amongst your module resources an Assignment Cover Sheet, which you are expected to use as the first page of all your assignments, including drafts. An electronic copy can be found on iKamva. Do not send it as a separate file, but as the first page of your assignment. Sending it as a separate file defeats the purpose of labelling your assignment, and it wastes Administrator time to do this for you. Assignments without a Cover Sheet will be returned to you.

School of Public Health, University of the Western Cape

9 POSTGRADUATE DIPLOMA IN PUBLIC HEALTH

In this section, you will find information about the academic programme for the Postgraduate Diploma in Public Heath, and about your modules.

Quick Reference for contact

- The Co-ordinator of the PG Diploma programme is Dr Martina Lembani.
- Ms Janine Kader will be your first port of call for Student Administrative support, and any queries you may have regarding your studies.
- Ms Bridget Basson is responsible for new applications, selections and registration.

The PG Diploma comprises six compulsory Core modules, and there are no Electives. The six Core modules of the PG Diploma level are designed to give you an overview of Public Health with an emphasis on district level (or equivalent in your country) service provision, and transformation of the health and welfare services, as well as strengthen your grounding in academic practice. These are the modules you will take:

- *Introduction to Public Health: its Basis and Scope;*

- *Descriptive Epidemiology;*

- *Population, Health and Development: Primary Health Care Approach I;*

- *Health Promotion for Public Health I;*

- *Management Strategies for Public Health Services I;*

- *Monitoring and Evaluation for Health Services Improvement I.*

If you wish to continue to a Master of Public Health after your PG Diploma, you would need to apply for that qualification and compete with all the other applicants. There is very high demand for the MPH and you would therefore need to have performed exceptionally well in the PGD in order to be considered along with other applicants.

It is advisable to aim for good results in all of your modules. If you hope to move on to the Master of Public Health, the application process is a competitive one and you will stand a better (but not guaranteed) chance of acceptance if your overall aggregate for the six modules is over 65%.

9.1 ACADEMIC RULES: PG DIPLOMA IN PUBLIC HEALTH (8846)
(Note that the information below is a guide only – please consult the official UWC and CHS Faculty Rule Book)

ADMISSION

Unless Senate decides otherwise, candidates will be required to meet the following criteria to to be enrolled for the programme: **Postgraduate Diploma in Public Health**

Candidates must be in possession of a three year Bachelors degree or equivalent in any relevant relevant discipline e.g. health sciences, social work, and education.

A minimum of one year work experience in the health or welfare sector is required.

A candidate may be admitted with an equivalent qualification, prior learning and relevant experience, in accordance with Rule A.2.1.4 and approval of Senate.

Additional supporting documents may be required by the University from time to time.

SELECTION
As only a limited number of students can be admitted to the programme, applicants will be be subject to a selection procedure.

DURATION
Unless Senate decides otherwise the duration of the programme shall extend over two years.

CURRICULUM

Module name	Code	Credits	
Introducing Public Health: Its Basis and Scope	SPH730	20	
Descriptive Epidemiology	SPH731	20	
Population Health and Development I	SPH732	20	
Health Promotion for Public Health I	SPH733	20	
Management Strategies for the Public Health Services I	SPH735	20	
Monitoring and Evaluation for Health Services Improvement I Improvement I	SPH734	20	
		120	

ASSESSMENT
Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

PROGRESS
Unless Senate decides otherwise, a full-time student shall complete the programme in one year. A student who passed at least 40 credits may proceed with his/her studies to complete the programme the following year.

RENEWAL OF REGISTRATION
The renewal of registration will be governed by the Rule A.4, as stipulated in the University Calendar: General Information Part 1.

SPECIAL REQUIREMENTS FOR THE PROGRAMME
There are no special requirements for this programme.

9.2   YOUR STUDY PROGRAMME

The Postgraduate Diploma modules are offered in the following semesters:

Semester 1	Semester 2

☒ Introducing Public Health: its Basis and Scope (SPH 730)* ☒ Population, Health and Development: Primary Health Care Approach I (SPH 732)* ☒ Descriptive Epidemiology (SPH 731)* ***Short courses at Summer School**	☒ Health Promotion for Public Health I (SPH 733) ☒ Management Strategies for the Public Health Services I (SPH 735) ☒ Monitoring and Evaluation for Health Services Improvement I (SPH 734)

Over the two years, you are required to develop a portfolio which integrates and presents your learning achievements across the programme.

Deciding on Your Pace of Study

You are encouraged to take the Postgraduate Diploma over two years since you are working. Over-commitment can lead to your not realising your real potential and dropping out of a module. This is often the case in Semester 2 when work commitments tend to increase. Below you will see how you would structure your studies over one year. However, as a working health professional, you should be careful not to over-commit yourself.

Option 1: Studying full time and completing the qualification in one year

Semester 1	Semester 2
☒ Introducing Public Health: its Basis and Scope (SPH 730) ☒ Population, Health and Development: A Primary Health Care Approach I (SPH 732) ☒ Descriptive Epidemiology (SPH 731)	☒ Health Promotion for Public Health I (SPH 733) ☒ Management Strategies for the Public Health Services I (SPH 735) ☒ Monitoring and Evaluation for Health Services Improvement I (SPH 734)

Option 2: Studying part time and completing the qualification over 2 years
This is how you could structure your studies over the two years.

	Semester 1	Semester 2
Year 1	☒ Introducing Public Health: its Basis and Scope (SPH 730) ☒ Population, Health and Development: A Primary Health Care Approach I (SPH 732)	☒ Health Promotion for Public Health I (SPH 733)
Year 2	☒ Descriptive Epidemiology (SPH 731)	☒ Management Strategies for the Public Health Services I (SPH 735) ☒ Monitoring and Evaluation for Health Services Improvement I (SPH 734)

9.3 ASSESSMENT OF THE PG DIPLOMA IN PUBLIC HEALTH

All modules must, according to UWC policy, have at least two assessment points, which must include a formative and summative assessment. Formative assessment aims to facilitate learning; summative assessment aims to facilitate learning *and* to assess your competence. Assessment takes place through assignments, and there are no exams. See section 8 for

general information on Assessment.

Where Will You Find the Assignments?

You will find your assignments in the Module Introduction of each Module Guide.

Pass Marks and Promotion

To pass a module:
- You must attain <u>a minimum of 50% for each assignment.</u>
- You must therefore have an aggregate of 50% or more for the module.
- <u>You are required to pass your first assignment with 50% to be able to proceed to</u>
- your final assessment.
- If you do not achieve 50% in Assignment 1, you may repeat it once only: if you repeat it, you cannot be awarded more than 50%. If you do not pass it second time around, you cannot proceed to Assignment 2 and must repeat the module.
- You <u>may not </u>rewrite Assignment 2 as it is held to be the summative assessment of the course.
- If you do not pass both assignments, you will have to repeat the module the following year.
- Should you not achieve 50% for the summative assessment, you will fail the module, even if your Assignment 1 pulls your mark above 50%. You will need to repeat it the following year.
- All summative assessments are moderated by external moderators therefore final marks can only be confirmed once moderation is completed.

Assignment Submission Dates

The assignment deadline schedule will be sent to you by the Student Administrators. It is important to note which student administrator is responsible for the relevant modules for query purposes.

Weighting of the Two Assignments

The first assignment is weighted at 40% of your total result; the second is weighted at 60% of your overall result.

Modules	Assignment 1 Weighting	Assignment 2 Weighting	Minimum Pass Mark*	Credits
Introducing Public Health: its Basis and Scope	40%	60%	50%	20
Descriptive Epidemiology	40%	60%	50%	20
Population Health and Development: A Primary Health Care Approach I	40%	60%	50%	20
Health Promotion for Public Health I	40%	60%	50%	20
Management Strategies for the Public Health Services I	40%	60%	50%	20
Monitoring and Evaluation for Health Services Improvement I	40%	60%	50%	20
Total			50%	120

* One rewrite may be awarded if you achieve less than 50% in Assignment 1; a maximum of 50% may then be awarded.

9.4   MODULE DESCRIPTIONS - PG DIPLOMA IN PUBLIC HEALTH

Below are descriptions of the six modules required for this qualification. Short

courses are offered for most of the modules.

Introducing Public Health: Its Basis and Scope (SPH 730)

This module introduces frameworks for understanding and analysing Public Health. It provides an orientation to students coming from the clinical fields of nursing and other health and welfare-related fields to the conceptual and theoretical vocabulary, resources and evolution of Public Health, and to the health systems arena. It also provides a foundation on the biological basis of disease for those from a non-clinical background.
Topics include:

- An overview of the field of Public Health.
- The biological basis of disease and the social determinants of disease.
- The changing patterns of disease.
- The evolution of public health practice.
- Comparative health systems.
- Applying a Public Health approach.

MODE OF DELIVERY: E-learning and online Summer School short course in Semester 1.
ASSESSMENT: Two assignments.
One prescribed text: Lucas, A. O. & Gilles, H. M. (2003). *Short Textbook of Public Health Medicine For the Tropics.* 4th ed. London: Arnold Publishers.

Population Health and Development: A Primary Health Care Approach I (SPH 732)

This module introduces the conceptual and operational underpinnings of the Primary Health Care approach, with a view to providing equitable health services in developing country contexts.
Topics include:

- The inter-relationship of health, development and Primary Health Care.
- The burden, distribution and pattern of ill-health in the world.
- The political, social and economic context of health and disease.
- The Primary Health Care approach.

MODE OF DELIVERY: E-learning and online Summer School short course in Semester 1.
ASSESSMENT: Two assignments.
One recommended text: Werner, D. & Sanders, D. (1997). *Questioning the Solution: The Politics of Primary Health Care and Child Survival.* Palo Alto, California: Health Wrights.

Descriptive Epidemiology (SPH 731)

This module has been developed to provide a basis for quantifying, analysing and prioritising the health problems and needs of communities/health service users. It serves as an introduction to descriptive epidemiology.
Topics include:

- Definition, scope, uses and application of epidemiology.
- Historical overview of the development of epidemiology.
- Practical disease concepts foundational to epidemiology.
- Descriptive biostatistics.
- Epidemiological health information.
- Outbreak investigation.
- Screening.
- Disease and injury surveillance.
- Interpretation of data.
- Presentation of health information.
- Reporting epidemiological events.

MODE OF DELIVERY: E-learning and online Summer School short course in Semester 1.
ASSESSMENT: Two assignments

Management Strategies for Public Health I (SPH 735)

This module provides an orientation to the operational competences required to manage Public Health services.
Topics include:

- The District Health System
- The concept of management

- Health systems management
- Managing people
- Managing conflict
- Leadership, motivation and building teams
- The Planning Cycle
- Project planning
- Information for planning and management
- Managing resources, e.g. essential drugs, personnel
- Developing and interpreting budgets

MODE OF DELIVERY: E-learning in Semester 2.
ASSESSMENT: Two assignments.

Health Promotion for Public Health I (SPH 733)

This module provides an orientation to the conceptual and theoretical vocabulary, resources and evolution of Health Promotion in the context of population health. Topics include:

- Health Promotion concepts and principles
- The determinants of health.
- The development of Health Promotion.
- The significance of the Ottawa Charter.
- The Settings Approach to Health Promotion.
- Models of change in Health Promotion.
- Programme development and planning in Health Promotion.
- Communication strategies for Health Promotion.
- Evaluation strategies

MODE OF DELIVERY: E-learning in semester 2.
ASSESSMENT: Two assignments.

Monitoring and Evaluation for Health Services Improvement I (SPH 734)

This module introduces programme monitoring and evaluation strategies which are essential research skills for Public Health professionals in the health services. Topics include:

- The role of monitoring and evaluation in district health management.
- Monitoring and evaluation – strategies and tools.
- Key concepts and issues in monitoring and evaluation.
- Data analysis and interpretation.
- Case studies of monitoring and evaluation activities in health.

MODE OF DELIVERY: E-learning in semester 2.
ASSESSMENT: Two assignments.

DIPLOMA IN PUBLIC H

Remember that PGD graduates do not automatically qualify for the MPH.
You need to apply for the MPH and compete with all the other candidates.

10   MASTER OF PUBLIC HEALTH (MPH)

In this section, you will find the official Academic Rules for the Master of Public Health, the qualification structure, assessment schedule, the module descriptions, and a timetable showing when modules will be delivered. The Senior Academic Coordinator is Ms Nikki Schaay with Dr Anam Nyembezi as Co-ordinator of the MPH Coursework modules. The Student Administrators share responsibility for the modules.

The MPH requires you to complete eight 15 credit modules and a 60 credit Mini- thesis over 3

years with a possible 4th year. We strongly encourage working health professionals to consider carefully their pace of study. Taking three modules a semester will be extremely taxing, and equivalent to full-time study which can result in poor results, or dropping modules. Be aware that the mini-thesis seems to take students at least a year from completion of the *Public Health Research* module*;* the University rules state that you should complete the Programme in three years. Although discouraged, applications can be made for a 4th year through the Senate Higher Degrees Committee. You should however recognise that you will need to free up time in your daily life in order to keep up with your studies. See also sections 5.3 and 10.3.

Assignment deadline dates will be sent to you by the Student Administrators. Where elective module assignment deadlines clash, consult the relevant Student Administrator responsible. There are brief descriptions of the modules in section 10.6 and 10.7.

10.1   ACADEMIC RULES FOR THE MASTER OF PUBLIC HEALTH, MODE 1

The MPH consists of:
- six 15 credit Core (compulsory modules),
- two 15 credit Electives
- and a 60 credit Mini-thesis.

Take note of the Core modules you must take (and their nicknames):
- *Population Health and Development: A Primary Health Care Approach II (PHD II)*
- *Measuring Health and Disease - Intermediate Epidemiology (MHD II)*
- *Management Strategies for the Public Health Services II (MS II)*
- *Health Promotion for Public Health II (HP II)*
- *Public Health Research (PHR)*
- *Qualitative Research Methods (QRM)*
        or
- *Quantitative Research Methods (QnRM)*

Refer to Section 10.3 for how to structure your programme per year. You are obliged to take all the Core modules. Those who choose the faster track will take their first Elective in the 2nd semester of year 1.

  Below are the Academic Rules for the MPH under which you would be registering (Note that the information below is a guide only – please consult the official UWC and CHS Faculty Rule Book)**:**

ADMISSION

Unless Senate decides otherwise, candidates will be required to meet the following criteria to be enrolled for the programme: **Master of Public Health (MPH)**

Candidates must be in possession of an Honours degree, Postgraduate Diploma in Public Health or equivalent at Level 8 in any relevant discipline.

A minimum of three years working experience in the health or welfare sector is required.

Candidates who do not have credit for a tertiary level course in disease pathogenesis, disease measurement or disease control must take the module, Introducing Public Health: Its Basis and Scope from the PG Diploma in Public Health, and pass an assessment before or during their first semester.

With due regard to rule A.2.1.4, personnel in the health and welfare sector with a minimum of

five years of relevant experience in implementing health and welfare policy or planning and managing health and welfare services, may be admitted to the course after assessment of prior learning and experience.

Additional supporting documents may be required by the University from time to time.

SELECTION

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

Preference will be given to candidates employed in the health and welfare sector with a minimum of three years of relevant experience.

DURATION

Unless Senate decides otherwise the duration of the programme shall extend over a maximum of three years full-time or part-time. Students must apply to the Senate in order to enrol for a fourth year.

CURRICULUM

Module Name	Alpha Code	Cred
Compulsory		
Group 1		
Population Health and Development: A Primary Health Care Approach II	SPH855	15
Measuring Health and Disease – Intermediate Epidemiology	SPH856	15
Management Strategies for the Public Health Services II	SPH857	15
Health Promotion for Public Health II	SPH859	15
Public Health Research	SPH862	15
Group 2 (select 1 module)		
Qualitative Research Methods	SPH860	15
Quantitative Research Methods	SPH861	15
	Sub total	90

ELECTIVES (Select two)

Students must select two elective modules, either from one of eight groups that affords them a degree of specialization or any two of the electives listed below. With permission from SOPH, students may take modules up to 30 credits from another department provided these are deemed of direct relevance to Public Health and with the approval of the Head of Department of the School of Public Health

* Electives (NB: CHECK FOR AVAILABILITY OF ELECTIVES UNDER 10.4)		
Group 1 / Health Promotion		
Group 2 / Health Research		
Monitoring and Evaluation in Health and Development Programmes	SPH866	15
Health Information Systems	SPH878	15
Group 3 / Health Information Systems		

Health Information Systems	SPH878	15
Group 4/ Nutrition		
Micronutrient Malnutrition	SPH864	15
Public Health Nutritional Policy and Programming	SPH870	15
Epidemiology of Non-Communicable Diseases	SPH867	15
Group 5/ Pharmaceutical Public Health		
Rational Medicines Use	SPH873	15
Pharmaceutical Policy Management	SPH875	15
Other Electives		
Globalisation and Health	SPH868	15
Understanding and Analysing Health Policy	SPH851	15
Introduction to Health Workforce Development	SPH871	15
Capita Selecta A	SPH853	15
Capita Selecta B	SPH854	15
	Subtotal	**30**
Mini-thesis of 7 500 – 20 000 words	SPH803	60
	TOTAL	**180**

ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

PROGRESS RULES

Students must complete 45 credits by the end of Year 1 (3 Modules).

Students must complete 75 credits by the end of Year 2 (5 Modules).

Registration for the following year of study will be recommended by the supervisor if in his/her opinion adequate progress has been made with the mini-thesis during the current year.

A student must have successfully completed all prescribed modules and obtained a total of 180 credits to complete the degree.

Where the rules governing a curriculum are amended, and Senate does not decide otherwise, a student who registered under the old rules and who has attended the University without interruption, may, unless the amended rules otherwise provide, elect to proceed with his/her studies either in terms of the old rules or in terms of the new rules, provided that:

a) (s)he may not elect to proceed partially in terms of the old and partially in terms of the new rules;

b) (s)he shall be bound by his/her choice; and

c) her/his right to proceed in terms of the old rules, should (s)he so have elected, shall lapse should (s) he fail
to gain sufficient credits to proceed to the following level of study. (Ref A.1.1.3).

RENEWAL OF REGISTRATION

The renewal of registration will be governed by the Rule A.4, as stipulated in the University Calendar: General Information Part 1.

SPECIAL REQUIREMENTS FOR THE PROGRAMME

There are no special requirements for this programme.

10.2 ACADEMIC RULES FOR THE MASTER OF PUBLIC HEALTH, MODE 2

(Note that the information below is a guide only – please consult official UWC and CHS Faculty Rule Book)

ADMISSION

Unless Senate decides otherwise, candidates will be required to meet the following criteria to be enrolled for the programme: **Master of Public Health (MPH)**

An Honours degree, Postgraduate Diploma in Public Health or equivalent at Level 8 in any relevant discipline OR completion within the preceding 5 years of Master's level coursework covering the competencies of the core modules of the UWC MPH degree.

A minimum of five years in the health or welfare sector with relevant experience in implementing policy or planning and managing health or welfare services, including a minimum of three years of significant research or monitoring and evaluation experience.

A tertiary level course in disease pathogenesis, disease measurement or disease control, if the candidates do not have the credit then they have to take the module *Introducing Public Health: its Basis and Scope* from the PG Diploma in Public Health, and pass an assessment before or during their first semester

Supporting documents as evidence of eligibility.

SELECTION

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

Preference will be given to candidates employed in the health and welfare sector with a minimum of five years in the health or welfare sector with relevant experience in implementing policy or planning and managing health or welfare services, including a minimum of three years of significant research or monitoring and evaluation experience.

DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over a minimum of two years and a maximum of three years. Students must apply to the Senate in order to enroll for a fourth year.

CURRICULUM

Students must select a topic and design and complete a research project that is situated within the scope of topics and approaches covered in the Areas of Specialization (listed in Table 1) offered at the school. Students may choose to enroll for these modules for non-degree purposes in order to strengthen their own personal development. With permission

from SOPH, students may apply the content and approach of other disciplines to their thesis project, provided these are deemed of direct relevance to Public Health.

Module Name	Alpha Code	Cred
Mode 1		
1st Enrolment Code		
MPH Full Thesis 805	SPH805	180
2nd Enrolment Code		
MPH Full Thesis 806	SPH806	
	TOTAL	**180**

Table 1: Areas of Specialization within the School of Public Health

1.   Population Health and Development: A Primary Health Care Approach II
2.   Measuring Health and Disease - Intermediate Epidemiology
3.   Management Strategies for the Public Health Services II
4.   Managing and Supporting Health Workers
5.   Health Promotion for Public Health II
6.   Qualitative Research Methods
7.   Quantitative Research Methods
8.   Public Health Research

Health Promotion

Health Research
9.   Monitoring and Evaluation in Health and Development Programmes
Health Information Systems
10   Using Information For Effective Management I
Human Resources Development1 Introduction to Health Workforce Development
12. Evidence-based Human Resource Planning
Nutrition
13. Public Health Nutrition: Policy and Programming
14   Epidemiology of Non-Communicable Diseases
Pharmaceutical Public Health
15.   Rational Medicines Use
16.   Medicines Supply Management
 17.   Pharmaceutical Policy and Management
Other
18.   Globalisation and Health
19.   Understanding and Analysing Health Policy

ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

PROGRESS RULES

Students must have submitted an approved research proposal to Senate Higher Degrees by the end of Year 1.

Students must complete data collection by the end of Year 2.

Registration for the following year of study will be recommended by the supervisor if in his/her opinion adequate progress has been made with the thesis during the current year.

A student must have successfully completed a Masters research thesis and obtained a

total of 180 credits to complete the degree.

RENEWAL OF REGISTRATION

The renewal of registration will be governed by the Rule A.4, as stipulated in the University Calendar: General Information Part 1.

SPECIAL REQUIREMENTS FOR THE PROGRAMME

There are no special requirements for this programme.

10.3 DECIDING ON YOUR PACE OF STUDY

Options for your pace of study are limited: **if your workload is relatively light**, you could take Option 1 - three modules per semester (and six in Year 1), or if your work is pressured, take Option 2 two modules per semester and four in Year 1. (Semesters are approximately 19 weeks long).

The qualification is expected to be completed within three years. See Progress Rules within the Academic Rules for the Master of Public Health (10.1) above. **Should you have to extend your studies to a 4th year, you will need to request permission, provide motivation for why you need the additional time with measures and timelines to completion, and pay an annual penalty fee.**

OPTION 1 - 6 modules in Year 1 and 2 modules in Year 2: a very pressured programme

OPTION 1	Semester 1	Semester 2
YEAR 1	• Population Health and Development II (Core) • Measuring Health and Disease II (Core) • Health Promotion for Public Health II (Core)	• Management Strategies for the Public Health Services II (Core) • Public Health Research (Core) • Elective 1
YEAR 2	• Quantitative OR Qualitative Research Methods • Elective 2 • Mini-thesis	Develop and refine mini-thesis proposal with a supervisor and submit it to the Higher Degrees Committee for design and ethics clearance. After acceptance start data collection.
YEAR 3	Submit mini-thesis by mid-March, May or mid-November	

OPTION 2 - 4 modules in Year 1 and 4 in Year 2

OPTION 2	Semester 1	Semester 2

YEAR 1	• Population Health and Development II (Core) • Measuring Health and Disease II(Core) •	• Management Strategies for the Public Health Services II (Core) • Public Health Research
YEAR 2	• Health Promotion for Public Health II (Core) • Quantitative OR Qualitative Research Methods • *Elective 1 (see note under selecting your elective)*	• Elective 1 • Elective 2 • Mini thesis Over several months, refine Mini- thesis proposal with a supervisor and submit it to the Higher Degrees Committee for design and ethics clearance. After acceptance start data collection.
YEAR 3	• Continue Mini-thesis	Submit mini-thesis by mid Nov, or ask permission to extend studies to a 4th year.

Recognising the Time Requirements for a Mini-thesis

Public Health Research is the foundation module for your mini-thesis. It is followed by *Quantitative* or *Qualitative Research Methods*, through which you will start developing your research proposal. It is wise to start thinking of your area of interest immediately. After completing the modules, you will have sections of your proposal, which you will then start refining with a supervisor.

When deemed ready, your research proposal must be submitted to the Community and Health Sciences Higher Degrees Committee (CHSHD) and thereafter, once approved, it will be submitted to the relevant Research Ethics Committee (Biomedical or Humanities & Social Sciences). The CHSHD committee meet monthly except for July, November, December and January. Refining your proposal will probably take several months.

After your proposal is accepted by the CHSHD, it takes time to complete a mini-thesis; plan some dedicated time for it, i.e. try to take a week off to complete the proposal, and a month or two of leave to complete the Mini-thesis. You could also arrange to travel to Cape Town for a week or two to work with your supervisor (by prior arrangement).

You are expected to complete your whole MPH within a maximum of three years. Taking longer than three years is not encouraged, as it may undermine your motivation and you will incur penalties for every year you take beyond the third year; however, it is however possible, with permission from Senate, and subject to certain conditions you must meet.

Be aware too that Higher Education institutions are financed by government on the basis of throughput: if throughput is low or students take longer than the stipulated time to complete, the institutional leadership exerts pressure on the SOPH to exclude students from further registration.

10.4   SELECTING YOUR ELECTIVES

Those taking Option 1 with more pressure at the outset, must take their first Elective in semester 2 of the first year of study. You can, however, take a module from another UWC department provided you can attend lecturers, and it is deemed relevant to Public Health, or one

from the University of Cape Town's MPH Programme. *We encourage students taking Option 2 to take their first elective during the first semester of their 2nd year of study. This will leave more time for you to focus on working on your proposal in semester 2.*

The Range and Mode of Electives

Your Electives are selected from a range of modules offered in the following ways:

- From a selection of modules offered by SOPH, and facilitated in a similar fashion at the core modules.

- With permission from SOPH, students may take two Masters level electives (up to 30 credits) from *another* Department at UWC, provided these are deemed of direct relevance to Public Health. Their availability must be checked with the relevant Department and cleared with our SOPH Senior Academic Coordinator. An elective from another UWC Department must be the equivalent of 15 credits.

- Students resident in Cape Town may take modules from the MPH progamme at the School of Public Health and Family Medicine, University of Cape Town (UCT). You need to attend their weekly classes. Contact Ms Tshamani Netshifhefhe, UCT Health Sciences Faculty, Anzio Road, Observatory, tel +27 +21 650 1098, email Tshamani.Netshifhefhe@uct.ac.za. She will e-mail you their brochure. An elective from UCT's MPH programme must be the equivalent of 15 credits.

Electives and Areas of Specialisation

Our Electives have been developed to provide a measure of specialisation in your MPH. You have the option to choose Electives from a one of seven areas of specialisation. These areas of specialisation represent some of the key areas of Public Health research and practice for specific career paths, e.g. if you are working in Health Promotion, you would choose your Electives from that area of specilisation and write your Mini-thesis on a related topic.

The areas of specialisation are:
1. Health Promotion
2. Health Research
3. Health Information Systems
4. Nutrition
5. Pharmaceutical Public Health

You are under no obligation to choose Electives from one particular area of specialisation, and you will note that some Electives, e.g. *Globalisation* do not fall into an area of specialization. See section 10.1, Academic Rules, for how modules fall into areas of specialisation. Please note that some modules may call for a foundation module to be successfully completed beforehand. Read the Module Descriptions in section 10.6 and 10.7 to check which foundation module is required. The list that follows sets out your Elective options for this year.

TABLE 1 - ELECTIVE OPTIONS INCLUDING AREAS OF SPECIALISATION, SHORT COURSES

MODULES OFFERED BY SOPH AS ELECTIVES For more information about Areas of Specialisation in **Your MPH**, see above. Modules with Prerequisites = Pre-R	AREA OF SPECIALISATION OR ELECTIVE If the module is part of an area of specialization the name of AREA OF SPECIALISATION has been noted below in CAPITAL LETTERS.	SEMESTER AVAILABLE

Introduction to Complex Health Systems - SPH877	ELECTIVE	1
Health Information Systems - SPH878	ELECTIVE	1
Monitoring and Evaluation in Health and Development Programmes – SPH866	HEALTH RESEARCH & ELECTIVE	1
Epidemiology and Control of Chronic (Non-Communicable) Diseases - SPH867	NUTRITION & ELECTIVE	2
Public Health Nutritional Policy and Planning - SPH870	NUTRITION & ELECTIVE	2
Micronutrient Malnutrition (Pre-R) – SPH864	NUTRITION & ELECTIVE	2
Globalisation and Health – SPH868	ELECTIVE	2
Pharmaceutical Policy and Management – SPH875	PHARMACEUTICAL PUBLIC HEALTH & ELECTIVE	2
Rational Medicines Use – SPH 873	PHARMACEUTICAL PUBLIC HEALTH & ELECTIVE	2
Applied Health Economics for community health systems (SPH880)	ELECTIVE	2

10.5 ASSESSMENT OF THE MASTER OF PUBLIC HEALTH

All modules must, according to UWC policy, have at least two assessment points, which must include formative and summative assessment. In most modules, the formative assessment which aims to facilitate learning will count 40% towards your final mark in the module; the summative assessment which aims to facilitate learning *and* to assess your competence and is weighted at 60%. Assessment takes place through assignments and there are no exams. See section 8 for more information on assessment.

Pass Marks
Please note that you are required to pass your first assignment with *at least* 50%, to proceed to your second and final assessment. To pass a module, you must attain a minimum of 50% for each assignment and therefore an aggregate of 50% or more per module. If you do not achieve 50% in Assignment 1, you may repeat it once only, but can only be awarded 50% for the rewrite assignment; if you do not pass Assignment 2, you will have to repeat the module the following year. Should you obtain a mark of less than 50% for the summative assessment, while your overall mark is 50% and above, it still means that you have failed the module and will need to repeat it the following year. All summative assessments are moderated by external moderators therefore final marks can only be confirmed once moderation is completed.

Weighting of the Two Assignments
In most modules, the first assignment is weighted at 40% of your total result; the second is weighted at 60% of your overall result.

Assignment Submission Dates
The Assignment Submission Schedule will be sent to you by the Student Administrator via the iKamva Communication site when it becomes available early in the new year.

Where are Your Assignments?
You will find your assignments in the Module Introduction (first section) of each Module

Guide.

10.6 MASTER IN PUBLIC HEALTH: CORE MODULE DESCRIPTIONS

Note: *Only the modules offered in 2023 are described below:*

Population Health and Development: A Primary Health Care Approach II (SPH855)

This module focuses on the determinants of health in Africa and the burden and pattern of disease across the continent. Issues related to causation, health inequity and the relationship between health and development are discussed in terms of population health and planning Public Health interventions.

The module introduces the Comprehensive Primary Health Care approach which has been designed to address the implications of the underlying determinants of health. In addition, the module explores key issues to be considered in relation to health policy, finances and human resources when establishing a Comprehensive PHC (CPHC) approach to health and health care at district level.

MODE OF DELIVERY: E-learning plus online Summer School session. The module is supported through Additional Resources and an online Discussion Group on iKamva.
ASSESSMENT: Two assignments.

Measuring Health & Disease II (SPH856)

This module aims to enhance the measurement skills essential for effective Public Health practice. It examines several key concepts, methods and the role of Epidemiology in Public Health. It provides a variety of tools for the assessment and interpretation of health problems. It is intended to enable professionals working in the health sector to bring a critical and analytical insight into Public Health decision-making.

The module consists of six units divided into 4-7 study sessions, one for each topic. The course explores the nature of epidemiological health information, the natural history of disease, *Epi Info*, causation, study design, infectious diseases, outbreaks, screening and surveillance, the interpretation of data, representation of health information and reporting on an epidemiological event.

MODE OF DELIVERY: E-learning plus online Summer School session. This is a complex module if you do not have prior experience in biostatistics or the use of an analytical computer package such as *SPSS*.

ASSESSMENT: Two assignments including an epidemiological report based on a raw data set provided by your lecturers. You will be required
to use the computer Programme, *SPSS,* to analyse and interpret this
data set.

Health Promotion for Public Health II (SPH859)

This module aims to provide the learner with a theoretical understanding of Health Promotion as well as some practical skills in planning and implementing effective and appropriate Health Promotion Programmes and activities.

The sessions focus on interrogating the main theories of Health Promotion and their application in an underdeveloped country context, outlining the approaches commonly taken in successful Health Promotion Programmes from international examples, and providing the learner with some tools for planning, managing and evaluating district or regional multi-sectoral Programmes. A district-based Programme development case study is used as a teaching tool within the module.

MODE OF DELIVERY: E-learning plus online Summer School short course in Semester 1. The course is offered through a Module Guide, Readings and Additional Resources.

ASSESSMENT: Two assignments.

Management Strategies for the Public Health Services II (SPH857)

This module was developed in recognition of the fact that health professionals often hold significant management responsibilities, often without even being called a manager. The module locates management as a key role in relation to health systems strengthening and places emphasis on reflecting on your own management practices and how to improve these.

Important themes in this module are <u>managing by leading</u>, and <u>organisational change as the ongoing context in which managers are</u> <u>required to lead</u>. The teaching focus aims to help you understand your own role as a leader and manager in the context of the public health system, to strengthen your capacity to analyse everyday management and service delivery problems, and to offer guided opportunities to plan improvements which address such problems. Aspects of managing relationships with people are included as well as an appreciation of systems requirements for managing information, finances and other resources to achieve better health.

PRESCRIBED TEXT: Mintzberg, H. (2011). *Managing.* San Francisco: BK Publishers. Cost: approx R220 via Amazon Books (to be purchased online).

MODE OF DELIVERY: E-learning and online learning sessions in Semester 2.
ASSESSMENT: Two assignments.

Public Health Research (SPH862)

This module serves to introduce the foundations of Public Health research, guiding you through selected approaches to research, and the foundations of designing a research study. This includes developing a critical literature review, sampling and ethical considerations.

This should place you in a position to select an appropriate approach for your mini-thesis study, enabling you to proceed to a specialized module in your selected approach (Qualitative or Quantitative), through which your proposal will be developed.

PRESCRIBED TEXT: Colin Robson. *Real World Research,* (2016). John Wiley and Co.

MODE OF DELIVERY: E-learning and online learning sessions in Semester 2.
ASSESSMENT: Two assignments.

Quantitative Research Methods (SPH861)

This module expands your knowledge on the types and design of quantitative research studies including data collection and data management using basic statistics, and measures of association, statistical testing, and sample size and power. The student will get an understanding of the ethical concepts in research with human subjects. The student will be given the opportunity to apply the concepts of validity, reliability and precision for quantitative study design. The student will also be given the opportunity to apply their knowledge in writing a research proposal or report.

REQUIREMENT: Students are required to take this module after successfully completing the *Measuring Health & Disease II* module.

At the end of this module students should be able to:
- Demonstrate understanding of the ethical principles for conducting research with human subjects.
- Distinguish between the designs of the most common types of quantitative research studies.
- Define and identify association, causation, bias and confounding within the context of quantitative research.
- Apply concepts of validity, reliability and precision within the context of quantitative research.
- Apply basic data collection, data management, data handling and project management for quantitative research.
- Analyse and interpret health data using basic biostatistics and statistical computing techniques.
- Define and apply the basic elements of a research proposal and research report.

PRESCRIBED TEXT: Designing and Conducting Health Systems Research Projects   Volume I: Proposal Development and Fieldwork - Corlien M. Varkevisser, Indra   Pathmanathan & Ann Brownlee (available online).

MODE OF DELIVERY: E-learning plus online Summer School session in semester 1.
ASSESSMENT: Two assignments.

Qualitative Research Methods (SPH860)

This module aims to develop an understanding of the philosophical and methodological foundations of qualitative approaches to research; more importantly, it aims to develop the capacity to practise and apply its methods to a selected research problem. By the end of the module, students should have sufficient competency and understanding of the approach to develop a qualitative research proposal and after approval, to implement a study addressing a Public Health problem of their choice.

REQUIREMENT: Students are required to take this module after successfully completing the *Public Health Research* module.

By the end of this module students should be able to:
- Present a rationale for choosing a qualitative research study design for a research problem in terms of the theoretical (philosophical) underpinnings of qualitative research.
- Demonstrate awareness of the kinds of problems or questions best addressed by qualitative methods.
- Engage in flexible (qualitative) research design showing an understanding of the stages of design, characteristics, purpose and application of qualitative research techniques. This will include the following outcomes:
    - o Describe a research problem and its Public Health context;
    - o Develop a study aim and objectives;
    - o Identify the information and the data sources which will be required to address this problem.
    - o Develop tools for collecting data from these sources.
    - o Select and provide a rationale for data collection techniques selection.
    - o Practice three data collection techniques.
- Propose a data collection sample and provide a rationale for it.
- Propose the intended process of analysis, provide a rationale for these choices and practice the technique.
- Describe the purpose and process of different approaches to qualitative research.
- Present a logically argued plan for ensuring rigour of the study.
- Describe and use ethical procedures in qualitative research.
- Analyse and discuss examples of selected qualitative approaches and critique their design and rigour.
- Present a logically argued plan for ensuring rigour in your study.

PRESCRIBED TEXT: Colin Robson. *Real World Research,* (2016). John Wiley and Co.
MODE OF DELIVERY: Distance learning plus online Summer School session in Semester 1.

ASSESSMENT: Two assignments.

10.7   MASTER OF PUBLIC HEALTH :

ELECTIVE MODULE DESCRIPTIONS

Introduction to Complex Health Systems (SPH877)

This module starts from the premise of understanding health systems as *complex adaptive systems.* We will introduce key concepts and tools in systems thinking and explore what makes health systems complex and how we can intervene to strengthen them.

Working extensively with written and audio-visual case studies, we will focus particularly on the role of people, values, power and inter-relationships in health systems, the role of inter-sectoral collaboration, managing and intervening in health systems. You will also be introduced to various health systems frameworks and selected systems thinking tools.

The module takes a very participatory approach, starting from the understanding that all participants have experiences and expertise in the health system, and that knowledge and information constantly changes and expands. It therefore focuses on learning new ways of thinking about health systems and on learning to find and discern relevant information. You will be expected to actively participate in online group work, plenary discussions and presentations, in this way contributing to the co-production of knowledge and understanding.

MODE OF DELIVERY: E-learning course in Semester 1.
ASSESSMENT: Two assignments.

Health Information Systems (SPH878)

HEALTH INFORMATION STREAM

It is advisable to take *Measuring Health and Disease II* prior to this module.

The course is on using different sources of information as evidence for monitoring, planning, management and decision making in the public health service. The course draws on evidence based management approach to capacitate managers at different levels in the public health system to calculate and interpret information for decision-making and report writing. The principles of routine information system with systematic data quality checks are used to evaluate the organisational information systems in terms of its effectiveness in providing the evidence for evidence based management.
At the end of this module students should be able to:
  • Critically analyse the use of information in evidence-based management public health services
  • Assess the different sources used in evidence based management in public health services
  • Evaluate the components and sub systems of a health information system
  • Apply data quality checks to different health information data sets
  • Interpret information for evidence based planning and management pertaining to management of health services.
  • Monitor and evaluate district health information systems.

MODE OF DELIVERY: Distance learning in Semester 1.
ASSESSMENT: Two assignments.

Monitoring and Evaluation in Health and Development Programmes (SPH866)

PRE-REQUISITE MODULE: Take *Measuring Health and Disease II* prior to, or concurrent with this module.

This module provides the opportunity to develop an understanding of key evaluation concepts and issues and to expand your knowledge of evaluation approaches and methods. In particular, it will focus on the key complexities inherent in the monitoring and evaluation of programmes based on Primary Health Care and Health Promotion principles. Students will be involved in critically

appraising evaluations and will design a monitoring or evaluation Programme relevant to their area of interest.

MODE OF DELIVERY: E-learning in semester 1.
ASSESSMENT: Two assignments.

Epidemiology and Control of Chronic (Non-Communicable) Diseases (NCDs) (SPH867)

This course aims to develop an integrated, Public Health approach to understanding and addressing chronic diseases, and to create a shift in approach from disease specific/biomedical models to integrated approaches. The course makes use of key concepts and principles of epidemiology to develop a comprehensive view of the conditions dealt with, with an emphasis on developing and refining the practical skills required for decision making and programme development.

By the end of this module, students should be able to:
● Analyse risk factors for chronic non-communicable diseases (CNCDs) both locally and internationally.
● Critically analyse barriers to the implementation of global strategies for the prevention and control of CNCDs in order to develop local preventive strategies.
● Analyse the resources and skills required at local level in order to implement appropriate interventions
● Create locally appropriate strategies to address the risk factors using the principles of Health Promotion
● Create an evaluation plan in order to assess the effectiveness of an intervention

Diseases or conditions to be covered may include obesity, cancer, diabetes, heart disease and hypertension.

MODE OF DELIVERY: E-learning in semester 2.
ASSESSMENT: Two assignments.

Public Health Nutritional Policy and Planning (SPH870)

This course provides a general overview of the nutrition situation in the world as well as a historical overview of nutrition programmes. It explores some of the technical factors which contribute to successful nutrition programmes and introduces a range of competencies required to implement successful programmes.

By the end of this module students should be able to:

● Give an overview of the nutrition situation in the world including factors affecting nutrition as well as the impact of nutrition on health, disease and development
● Critically assess the appropriateness of nutrition and related interventions or programmes to address a given nutrition situation.
● Identify key factors contributing to success or failure of interventions or programmes to address nutrition problems.
● Describe socio-political factors related to the success of interventions or programmes to address nutrition problems
● Outline approaches to and impact of community participation in interventions or programmes to address nutrition problems
● Design an appropriate nutrition communication strategy for interventions or programmes to address nutrition problems.
● Plan and implement appropriate interventions or programmes to address nutrition problems
● Monitor and evaluate interventions or programmes to address nutrition problems

MODE OF DELIVERY: E-learning in semester 2.
ASSESSMENT: Two assignments.
Please note that Nutrition modules cost a little more than the rest of SOPH's modules:
see Section 6.3.

Globalisation and Health (SPH868)

This course covering a critical Public Health topic, illustrates the impact of globalization on population health. Although, globalization comes with benefits such as access to information, collaborative research and mobilization, other manifestations of it in the Public Health context include immigration, travel and flow of infectious diseases, increasing income inequality and their impact on social determinants of health. This module makes use of key concepts to provide the crucial understanding of the opportunities that globalization potentially holds for improving the health of all as well as the threats it presents to global health.

This course is interesting and critical for Public Health students because:
● It encourages students to think about the benefits of globalization as well as its negative effects on Public Health in different parts of the world.
● It explores the complex relationships between health and health care and the social, cultural, economic and political causes of disparities in health and health care between and within countries, with a focus on how global factors contribute to these.
● It guides students in making critical judgments on who benefits the most from globalization and how the costs of globalization can be shared in a fairer way.
● It also raises interesting questions around the relationship between globalization and climate change.
● It shows how globalization affects health policies, health systems, which in turn affect health care services for individuals.

The module uses multimedia elements and a case-based approach to consolidate the learning. Students will be presented by detailed case studies from around the world, one on the Treatment Action Campaign and another on child obesity. Students are encouraged to discuss interventions and policies and their importance in addressing social determinants of health and in the consequences of globalization.

MODE OF DELIVERY: E-learning and online learning in semester 2.
ASSESSMENT: Two assignments

Pharmaceutical Policy and Management (SPH875)

The Pharmaceutical Policy and Management introduces students to pharmaceutical policy and management issues within the health systems framework and will be an additional elective in the MPH within the Pharmaceutical Public Health group, which provides students with an interest in this area a degree of specialisation.
   By the end of the this module students should be able to:
● Identify the key role that pharmaceuticals play in health systems
● Critically explore and analyse how access to, and rational use of pharmaceuticals play a key function in health systems
● Identify how the health and pharmaceutical policy process are linked together at different levels of the health system
● Demonstrate how policies can be developed and incorporated into management systems to improve access and use of medicines
● Analyse existing policy instruments that have been used to manage the delivery of pharmaceutical systems
● Prepare a policy brief and critically review an existing policy document
● Evaluate the particular pharmaceutical policy needs for medicines with particular characteristics such as vaccines or controlled substances
● Analyse points in the pharmaceutical supply and use chain that are particularly vulnerable to corruption and suggest policy and managerial approaches to address these vulnerabilities.

MODE OF DELIVERY: Online learning in Semester 2.
ASSESSMENT: Two assignments.

Rational Medicines Use (SPH873)

This module will engage students from various professional and national backgrounds in the importance of the rational medicines use concept. It will introduce a range of well tested and practical tools to investigate medicines use problems and key strategies to promote rational medicine use.

By the end of the course participants will be able to:
- Advocate for rational medicine use and its importance within health systems;
- Identify and analyse the application of quantitative methods to identify edicine use problems;

Micronutrient Malnutrition (SPH864)

This module includes an overview of vitamins and minerals relevant to Public Health in South Africa. There is in-depth discussion of interventions to address micronutrient malnutrition and an overview of Programme planning and monitoring and evaluation of interventions.

By the end of the module, you are expected to demonstrate understanding of:
The classification, characteristics, functions, digestion, absorption, metabolism, dietary sources and dietary allowances for the micronutrients;
The sensitivity of diagnostic measures;
Interventions appropriate to address micronutrient malnutrition;
The planning process;
Monitoring and evaluation of interventions to address micronutrient malnutrition.

You are expected to demonstrate skills in:
Planning appropriate interventions to address specific micronutrient deficiencies.

MODE OF DELIVERY: E-learning in Semester 2.
ASSESSMENT: Two assignments.

- Evaluate qualitative methods and their application to investigate medicine use and prescribing behaviour;
- Identify and analyse the importance of determining efficacy, safety, effectiveness and cost effectiveness of medicines in decision making;
- Evaluate the importance of clinical evidence in decision making and formulary anagement;
- Critically evaluate the principles of the anti-microbial resistance concept and the ole of rational medicine use in its prevention;
- Critically review the role of Pharmaceutical and Therapeutics Committees (PTCs) in all of the above.

MODE OF DELIVERY: Online learning in Semester 2.

ASSESSMENT: Two assignments.

Applied Health Economics for Community Health Systems (SPH880)

There is a recent acknowledgment within the field on the application of methods of health economics to the appraisal of public health interventions (PHIs)-especially the recognition that the 'public' health context is a complex system and thus economic evaluations of PHIs are complex in nature. In thinking about public health, we need to carefully consider the inter-generational, environmental and economic equity and inequalities. The aim of this module is to introduce students to the application of economic thinking and economic techniques (including economic evaluation), which are increasingly used in formulating and analysing health policy. This module aims to empower public health professionals with health economics and financing knowledge to strengthen and sustain health systems, with a particular focus on community health systems in low- and middle- income countries (LMICs).

On completion of this module students should be able to:
- Analyse budget allocations and health financing and their implications for community health systems
- Discuss the strengths as well as limitations of how resources (e.g. financial and HR) for health are allocated in LMICs (efficiency gains and demonstrating value for money)
- Apply the economic principles of community health systems for effective service utilisation
- Apply the principles of the economic evaluation (cost-effectiveness analysis) of public health interventions in aiding decision making around resource allocation
- Conduct a cost analysis or cost-effectiveness analysis or cost-utility analysis
- Critique the health economics guidance on evaluating complex public health interventions
- Assess the economic impact of health technology in the context of public health interventions
- Apply the methodology and process of synthesizing evidence for economic evaluations of public health interventions.

MODE OF DELIVERY: E-learning and online learning in semester 2.
ASSESSMENT: Two assignments

10.8 ADVANCE INFORMATION ON THE MINI-THESIS PROCESS

Although you will only embark on your mini-thesis in your second year, it is important that you understand the process that lies ahead. The mini-thesis is the final requirement for the Master of Public Health. It should be 7 500 – 20 000 words long. Depending on whether it is a Qualitative or Quantitative study the length of the mini-thesis is usually more than 10 000 words to provide an adequate scope. It is weighted at 60 credits, and together with the Public Health Research module and the Quantitative Research Methods or Qualitative Research Methods module, this research component makes up 50% of your qualification.

After successfully completing Public Health Research in your first year, you will take either Qualitative Research Methods or Quantitative Research Methods module in your second year. These modules guide you through the respective approaches and the process of developing a research proposal. You will be introduced your mini-thesis supervisor and work with him/her to develop your proposal to submit to the community and Health Sciences Higher Degrees Committee (CHSHD).

This committee meet on a monthly basis except for November, December and January. You will also need to submit your proposal to various Ethics Committee's including UWC and country or provincial ethics committees as well as having to seek permission to different authorities where necessary. Please spend time in advance finding out about the different ethics committee requirements and permissions to be sought, so that it does not delay you.

The mini- thesis process is not as structured as your previous modules with assignment deadlines thus you need to remain very focused. The mini-thesis process is guided by a Memorandum of Understanding (MOU) where outputs and deadlines are agreed upon between you and your supervisor. Once you have agreed and signed your MOU, you are required to develop a detailed

work plan to ensure that you reach your outputs. The mini-thesis process is not meant to be a lonely process but it can be thus you are encouraged to link up with fellow students to motivate each other. Also, connect with someone who is versed in the topic in your workplace to meet regularly with you, simply so you have someone to discuss it with.

Choosing A Mini-Thesis Topic
As you near the end of your first year, guidance will be given on choosing a research topic. You may be encouraged to work with one of SOPH's more experienced researchers on a project with potential impact. This will benefit both you and the project leader, because it will feed into the project and result in your mini-thesis and a manuscript with potential for publication.
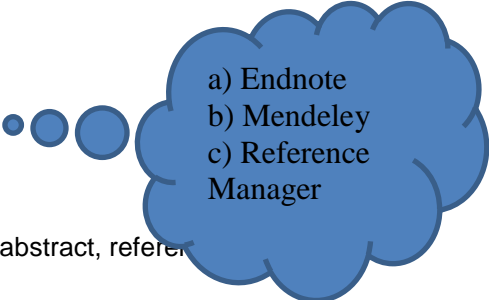
What is a research proposal?
The proposal is a short, (max 12 page) but comprehensive outline of your mini-thesis. In the proposal, you describe in some detail what you are going to do to carry out your research.

Mini-thesis Proposal Snapshot

1. **Before you start writing your proposal**
   - Choose a referencing tool and familiarize yourself with it
   - Check the submission dates
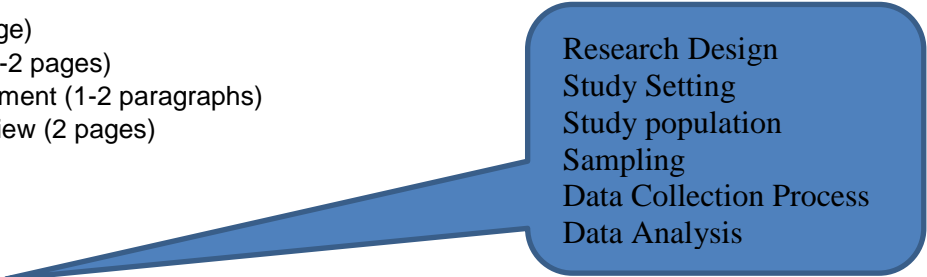   - Develop a realistic work plan (part of your MOU)

   > a) Endnote
   > b) Mendeley
   > c) Reference Manager

2. **Proposal Basics**
   - Total number of pages – 12 pages (excluding cover page, abstract, referen appendixes)
   - Font – Times New Roman
   - Font Size – 12pt
   - Line Spacing – 1.5 - 2.0
   - Referencing Style – Harvard
   - No Contents Page Required
   - Use subheadings to clearly delineate the different sections in the proposal
   - Submit to Turn-it-in before final submission for plagiarism check

3. **Proposal Structure – Main Components**
   1. Title
   2. Cover Page (See Template)
   3. 10 Key Words
   4. Abstract (1 page)
   5. Introduction (1-2 pages)
   6. Problem Statement (1-2 paragraphs)
   7. Literature Review (2 pages)
   8. Aim
   9. Objectives
   10. Methodology
   11. Rigor
   12. Ethics

   > Research Design
   > Study Setting
   > Study population
   > Sampling
   > Data Collection Process
   > Data Analysis

4. **Documents to be submitted with proposal (Templates in Proposal Documents Folder)**
   1. Participant Information Sheet
   2. Consent Form/Focus Group Discussion Consent Form/ Assent Form (<18yrs)
   3. HSSREC or BMREC Form (Ethical Clearance)
   4. Data Collection Tools (Interview Guide, Questionnaire, Data Extrapolation Form)
   5. Permission Letters (All relevant bodies – Country based ethical clearance bodies, Provincial or State ethical boards, Provincial or State Health Departments, District Management Structure, Facility Management Structure, Organizations)

Mini-thesis Proposal Development Sessions

During your thesis year, you will be invited to attend mini-thesis proposal development sessions. The format of the sessions is a 5 week programme covering six (6) topics with regular contact with the supervisor during the 5 week programme and an additional data analysis using software packages before the end of the year. The aim of these sessions is to develop a draft proposal by the end of the programme.
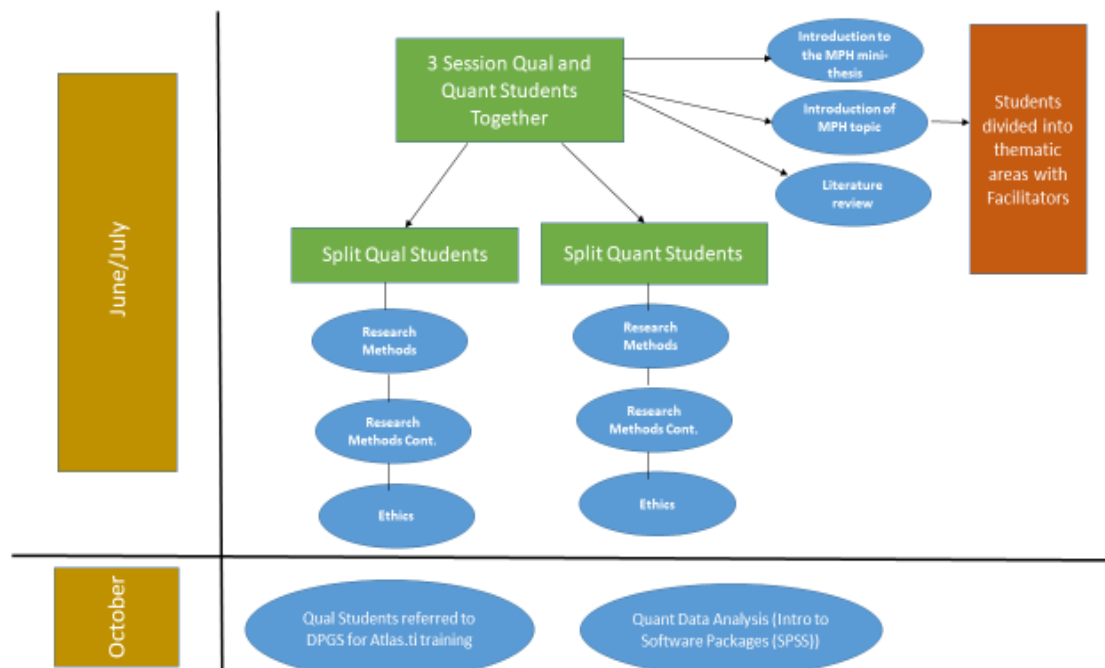

Figure 1: Mini-thesis proposal development sessions

Assessment
Your mini-thesis will be examined by two examiners
(one internal and one external) and the examiners' reports will be submitted to
the Community and Health Sciences Higher Degrees and Senate Higher Degrees
Committees for processing.

Information and Support
We strongly urge you to make, and keep, contact with the Division for Postgraduate Studies when embarking on your mini-thesis. UWC Division for Postgraduate Studies aims
to make thesis development not only easier
but also increase your chances of success. Find out more about what they offer by exploringtheir website and checking your emails for information circulated by UWC.

Gearing up to Publish
As an MPH student, you should be gearing up to publish your MPH research – which, as it has been collaboratively developed with your supervisor, would make your supervisor a co-author of your published work. In your article, you would list your affiliation with UWC, as well as the institution you are associated with in a work capacity.
Should you decide to publish based on thesis
work, it is imperative that you follow the UWC Publication Guidelines.

11 PHD IN PUBLIC HEALTH

The SOPH offers an academically oriented doctorate by thesis, which implies a very large research project written up in a full thesis. This work should contribute new and original knowledge to your chosen field. It usually takes between four and five years to complete your thesis, depending on the time you are able to commit to your research and writing. There is no course work or structured programme attached to the thesis. Given the intense supervisory requirement of a PhD, we accept a limited number of new candidates annually. We assess every request on merit, based on the person's CV and research experience, and if his or her project matches our areas of expertise.

Our main areas of expertise are public health nutrition, maternal and child health, HIV/AIDS, health information systems, human resource development, health policy and systems research and pharmaceutical public health. Apart from having completed your Master qualification, you should also have additional research experience and a couple of research publications which you have authored or co-authored.

Please visit the following website for more information and complete an expression of interest form: https://soph.uwc.ac.za/academic-programmes/phd-in-public-health/ .

11.1 RULES FOR THE PhD IN PUBLIC HEALTH
(Note that the information below is a guide only – please consult official UWC and CHS Faculty Rule Book)

PHILOSOPHIAE DOCTOR (PhD)

DOCTOR OF PHILOSOPHY – 8950

ADMISSION

Unless Senate decides otherwise, candidates will be required to meet the following criteria to be enrolled for the programme: **Doctor of Philosophy (PhD)**

A student shall have obtained a Master's degree or equivalent qualification in the subject (s)he wishes to study and submit proof thereof, and

Satisfied Senate as to his/her proficiency in the subject

SELECTION

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

DURATION

Unless Senate decides otherwise, the duration of the degree is subject to rule A.4.5 in the University Calendar Part 1.

CURRICULUM

The PhD programme is offered in the following specialisation areas:

- Nursing
- Psychology
- Public Health
- Social Work
- Sport, Recreation and Exercise Science
- Child and Family Studies

Module Name (select one discipline)	Alpha Code	Cred
Nursing		
1st Enrolment		
Nursing Doctoral Thesis 901	NUR901	360
2nd Enrolment		
Psychology		
1st Enrolment		
Psychology Doctoral Thesis 901	PSY901	360
2nd Enrolment		
Psychology Doctoral Thesis 902	PSY902	
Public Health		
1st Enrolment		
Public Health Doctoral Thesis 901	SPH901	360
2nd Enrolment		
Public Health Doctoral Thesis 902	SPH902	
Social Work		
1st Enrolment		
Social Work Doctoral Thesis 901	SCW901	360
2nd Enrolment		
Social Work Doctoral Thesis 902	SCW902	
Sport, Recreation and Exercise Science		

1st Enrolment
SRE Doctoral Thesis 901   SRE901

2nd Enrolment
SRE Doctoral Thesis 902   SRE902

360

Child & Family Studies
1st Enrolment
CFS Doctoral Thesis 901   CFS901

360

ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

PROGRESS RULES

Registration for the following year of study will be recommended by the supervisor if in his/her opinion adequate progress has been made during the current year.

RENEWAL OF REGISTRATION

The renewal of registration will be governed by the Rule A.4, as stipulated   in the University Calendar: General Information Part 1.

SPECIAL REQUIREMENTS FOR THE PROGRAMME

Students must meet with their supervisors according to the memorandum of understanding dually signed by both parties.

Students are expected to present to the department regularly for supervision/guidance and to attend the recommended additional courses, skills development and seminars as relevant to the students' needs, or determined by the department. Candidates will be required to present their proposals on a prescribed date determined by the department before handing in the final proposals to the Higher Degrees and Senate Higher Degrees Committees.

> An oral examination may be required

Additional or related modules in the subject area may be required.

 [Source: *Yearbook 2017. Faculty of Community and Health Sciences*]

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