

NURSING



 **DUT**
DURBAN UNIVERSITY OF TECHNOLOGY
INYUNESI YASETHEKWIMI YEZOBUCHWEPHESHE

 **FACULTY OF
HEALTH
SCIENCES**

2024 HAND BOOK

ENVISION2030 transparency • honesty • integrity • respect • accountability
fairness • professionalism • commitment • compassion • excellence

CREATIVE. DISTINCTIVE. IMPACTFUL.

HANDBOOK FOR 2024

FACULTY OF HEALTH SCIENCES

DEPARTMENT OF
NURSING

I. INTRODUCTION

What is a University of Technology?

A university of technology is characterized by being research informed rather than research driven where the focus is on strategic and applied research that can be translated into professional practice. Furthermore, research output is commercialized thus providing a source of income for the institution. Learning programs, in which the emphasis on technological capability is as important as cognitive skills, are developed around graduate profiles as defined by industry and the professions.

II. NOTE TO ALL REGISTERED STUDENTS

Your registration is in accordance with all current rules of the Institution. If, for what-ever reason, you do not register consecutively for every year/semester of your programme, your existing registration contract with the Institution will cease. Your re-registration anytime thereafter will be at the discretion of the institution and, if permitted, will be in accordance with the rules applicable at that time.

III. IMPORTANT NOTICES

The rules in this departmental handbook must be read in conjunction with the General Rules (G Rules) contained in the DUT General Handbook for Students as well as the relevant subject Study Guides. Your attention is specifically drawn to Rule GI (8), and to the process of dealing with students' issues.

IV. FACULTY VISION, MISSION & VALUES

VISION

Leading Transformative and Innovative Health Sciences Education

MISSION

Developing Holistic Professionals responsive to Healthcare needs through Excellence in: Teaching and Learning, Research, Innovation and Engagement, Fostering Entrepreneurship.

VALUES

Professionalism

To work within regulatory frameworks of professional conduct. To maintain and develop professional expertise and good work ethic.

Integrity

To conduct ourselves with strong moral principles. To be honest and authentic. To do what is ethical and just.

Ubuntu

To treat people with respect, fairness, courtesy, politeness and kindness.

Transparency

To conduct ourselves with openness and honesty through shared governance.

Accountability

To accept responsibility for one's actions.

V. NURSING DEPARTMENT VISION, MISSION & VALUES

VISION

Centre of Excellence in Innovative and Transformative Nursing Scholarship.

MISSION

Develop professional nurses who are responsive to global healthcare needs through teaching and learning, research and community engagement.

VALUES

Competence

To practice within educational and professional frameworks and standards.

Commitment

To be accountable and responsible. To have integrity and autonomy. To be a lifelong learner.

Communication:

To be honest, assertive, respectful and transparent.

Compassion:

To care, do no harm, have empathy and humility.

Courage:

To think critically, to act courageously and advocate.

The Inter-Connectedness of the 5 C's

VII. PHILOSOPHY AND STRATEGIES UNDERPINNING THE NURSING DEPARTMENT

The Department of Nursing supports excellence in innovative and transformative nursing scholarship through the concepts of clinical competence, holistic care, professionalism, evidence based practice, quality education and lifelong learning. The philosophy aims to provide direction for the selection and organization of learning experiences to achieve programme outcomes and serves to unite the following four constructs:

Nursing

Nursing is an art and a science and the embodiment of caring, which consists of a unique, integrated body of knowledge that requires critical thinking, decision making and problem solving skills, in advancing the science and practice of nursing to improve the health of individuals, families, communities and populations locally, nationally and internationally. We believe that a strong educational foundation enables nurses to engage in scholarly activities and translates knowledge to provide evidence-based healthcare. We believe that by providing a diverse and global perspective and raising the professional and social conscience of our students, they will become leaders in community and other healthcare settings.

Person

A person is a unique, holistic being or community with values, dignity, with the capacity for growth, change, and responsibility. We believe that nursing education is enriched by the diversity of human experiences. We believe that nurse educators serve as role models for nursing practice, community service, collaborative and inter-professional practice and health policy development. We are committed to designing and implementing curricula in which students develop clinical reasoning, cultural sensitivity and professional nursing values in an increasingly diverse and complex health care system.

Environment

We believe that, the learning environment is both internal, external and unique to students and their individual needs. We believe that the external environment is global, geopolitical, cultural and technical and the relationship between the nursing student and the learning environment is both dynamic and reciprocal. This dynamic process, allows the nursing student, the capacity to learn, to care and to grow. We believe in designing nursing programmes that will acknowledge the relationship between nursing theory and nursing practice, whilst embracing cultural sensitivity, ethical principles and values in nursing.

Wellness

We believe that professional nursing education is built on an integrated study of the natural sciences, social sciences and humanities in order to promote critical thinking, caring, respect and concern for individuals, families, communities and societies. We believe that this contributes to nursing students' understanding of their participation in society as a whole.

This provides the foundation for graduate education and specialist nursing programmes, which expands the nursing students' perspectives on life.

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3. DEPARTMENTAL INFORMATION & RULES

3.1 PROGRAMMES OFFERED BY THE NURSING DEPARTMENT

The Nursing Department offers two programmes:

- Under-Graduate Four-year Degree Programmes and Five year Degree Programmes
- Post Graduate Programmes

3.2. QUALIFICATIONS OFFERED BY THE NURSING DEPARTMENT

Learning programmes offered in the Nursing Department leads to the award of the following qualifications:

Programme/ Qualification	Qualification Code	SAQA NLRD Number
Bachelor of Nursing (Main Stream)	BCHNSG	119088
Bachelor of Nursing (Foundation)	BCHNSE	119088
Bachelor of Health Sciences in Nursing (Main Stream)	BHNSSI	76925
Bachelor of Health Sciences in Nursing (Foundation)	BHNSFI	76925
Bachelor of Technology in Nursing (Main Stream)	BTNSS2	76925
Bachelor of Technology in Nursing (Foundation)	BTNSS2	76925
Post Graduate Diploma in Health Services Management	PGDNHS	115917
Post Graduate Diploma in Occupational Health	PGDOHN	115934
Post Graduate Diploma in Primary Care Nursing	PGDPCN	115827
Masters of Health Sciences in Nursing	MHNRSI	1763
Doctor of Nursing	DRNRSI	1770

3.3. PHASE OUT and PHASE IN PLAN

3.4.1 Programmes being phased out

NB: All the qualifications listed in the table below are being phased out and there will be no new intakes in 2024.

Qualification	Code	Final 1 st year intake	Final year of offering
Bachelor of Health Sciences in Nursing (Main Stream)	BHNSSI	2019	2025
Bachelor of Health Sciences in Nursing (Foundation)	BHNSFI	2019	2025

3.3.2. New Programmes on offer commenced in 2023

The qualifications listed in the table below will be available in the Nursing Department from 2023 onwards

Qualification	First year of offering
Bachelor of Nursing (Foundation)	2023
Bachelor of Nursing (Main stream)	2022
Post Graduate Diploma in Health Services Management	2023
Post Graduate Diploma in Occupational Health	2023
Post Graduate Diploma in Primary Care Nursing	2022

3.5 DEPARTMENTAL INFORMATION

3.4.1 Academic integrity

Attention is drawn to the General Rules pertaining to academic integrity G13 (l) (0). These will be enforced wherever necessary to safeguard the worthiness of our qualifications, and the integrity of the Faculty of Health Science at DUT.

3.4.2 Code of conduct for students

In addition to the General Rules pertaining to Student Conduct SR3 (3), a professional code of conduct pertaining to behavior, appearance, personal hygiene and dress shall apply to all students registered with the Faculty of Health Science, at all times. For rules pertaining to uniforms refer to programme rule 4.2.1.2 below. Additional requirements for Work Integrated Learning (WIL) are outlined in the rules of South African Nursing Council (SANC).

3.4.3 Health and safety

Students must adhere to all Health and Safety regulations both while at DUT and in WIL placements. Failure to do so will be treated as a breach of discipline.

3.4.4 Student Indemnity Cover

Students are required to be paid up members of a Nursing association that will provide the student with indemnity cover e.g. Democratic Nurses Organization of South Africa (DENOSA). In addition, students are also covered by DUT indemnity.

3.4.5 Registration with South African Nursing Council

As a Student:

In terms of the Nursing Act, 2005 (Act No. 33 of 2005), the South African Nursing Council mandates that learner registration be done within 30 days of registration for all students who are registered for Nursing training programmes in any Nursing education institution. In line with this relevant application documents for all students registered for the Nursing programmes at DUT are submitted to the SANC within 30 days following successful registration at DUT.

A penalty fee is payable for late registration as a student to the SANC.

Experiential learning (clinical learning) as determined by the programmes must be undertaken in SANC accredited clinical learning sites as allocated by the programme management. Stipulated clinical learning hours spread over the required period for each programme registered for, is mandatory for degree completion as well as registration with the SANC.

As a Graduate:

A student who successfully completes the programme is eligible for registration with SANC as a Professional Nurse and Midwife (R.174 of 2013). All South African Students are required to do one year (12 months) community service (R 765 OF 2007) before this registration. In line with all the above and in terms of the Nursing Act, 2005 (Act No. 33 of 2005), completion of training documents for all nursing students who successfully complete the training programme are submitted to the SANC within 30 days for both these registration purposes.

The Nursing programmes are aimed at preparing clinically focused and service orientated independent professionals who will be able to render care in related spheres of health care.

3.4.6 SANC Graduate attributes:

- Apply knowledge of theory of biological and natural sciences, psycho-social sciences and pharmacology in the provision of comprehensive nursing and midwifery care.

- Develop, implement and evaluate population-based health care
- Assess, plan, implement and evaluate nursing care for individuals and groups throughout the lifespan
- Promote health, prevent ill-health, provide nursing care and promote rehabilitation of individuals and groups independently
- Utilise research in nursing and health-related problems to improve health care outcomes
- Manage health care facilities
- Demonstrate professional and clinical leadership
- Promote the professional development of self and others
- Demonstrate clinical judgment and critical thinking
- Register as a Professional Nurse and Midwife with the South African Nursing Council.

3.4.7 DUT Graduate attributes:

As a DUT graduate, the following attributes are expected from you:

- Critical and creative thinkers who work independently and collaboratively
- Knowledgeable practitioners
- Effective communicators
- Culturally, environmentally and socially aware within a local and global context
- Active and reflective learners

4. UNDER GRADUATE PROGRAMME

4.1 Programme information

There are currently two undergraduate programmes offered in the Nursing Department. These include the Bachelor of Health Sciences in Nursing (R425) which is being phased out and the Bachelor of Nursing (R174) which is being phased in.

Both the Bachelor of Health Sciences in Nursing (R425) and Bachelor of Nursing (R174) are available as main stream and an Extended Curriculum programmes (ECPs)

All modules in the programme structure are compulsory except for selected general education modules that have electives (see programme structure). For the elective modules, the student has a choice between two modules provided in the same column as electives. (*An elective refers to when one subject can be selected from the list provided*).

Students must pass all stipulated pre-requisites before registering for subsequent modules. (*A pre-requisite means, the specified subject (a prerequisite) must be passed prior to registration of another module*).

All co-requisites must be registered simultaneously. However, should it happen that one of the two modules is not passed a student can register for the failed module alone (without the co-requisite module). *Co-requisite means modules that must be registered simultaneously*.

NB: As a potential candidate, it is important to ensure that when you get registered, you are registered under the correct and active qualification code and that you are aware of the code under which you are registered as the programme structures differ (See qualification codes in section 3.2).

4.2 BACHELOR OF NURSING (BCHNSG) (Main Stream)

The four-year bachelor programme offers students an intensive general foundation with integrated midwifery module. This programme is aimed at preparing clinically focused and service-orientated independent professionals who will be able to render holistic and emancipatory nursing care in all spheres of health care with specific reference to general nursing and midwifery. Specifically, the

purpose is to produce nurses who are competent to function internationally and within a district health system.

4.2.1 Purpose of the Programme

The purpose of the programme is to prepare clinically focused and service-orientated independent nurse professionals who will be able to render holistic and emancipatory general nursing and midwifery health care and who are competent to function within a wide range of health service settings in the health system.

The proposed qualification will contribute towards the intended outcome by:

- Producing competent Professional Nurse and Midwife practitioners to practice within a wide range of health service settings
- Provide graduates with a wide range of skills, knowledge and attitudes that will enable them to make a meaningful and sustained contribution to health services
- Equip graduates with a developed sense of equity, justice and service ethics that will ensure that they work in a responsible and accountable manner, irrespective of their chosen workplace.

On successful completion of this qualification, the student is eligible for registration with the relevant statutory body (currently the South African Nursing Council) as a Professional Nurse and Midwife. Successful registration will license nurses to practice as a Professional Nurse and Midwife. Furthermore, the qualification provides for progression to postgraduate nursing studies and thus has a potential to contribute to the nation's efforts to increase both service and academic nurse practitioners.

4.2.2 Learning Programme Structure

4.2.2.1 Total SAQA credits for each level

This learning programme comprises of the following **SAQA Credits** levels:

Level 1: 136

Level 2: 140

Level 3: 132

Level 4: 120

Total = 528

4.2.2.2 Bachelor of Nursing Programme Structure (BCHNSG) (Main Stream)

	Name of module	Module Code	Study Period	NQF Level	Module Credits	C/E*	Pre-Req.	Co-Req	Stream	Exam**
	IGE 2: Cornerstone: 101	TBA	I	5	12	C	None	None	Main stream	No
	IGE1: Information & Communication Literacy and Skills	TBA	I	5	8	C	None	None	Main stream	No
	Biological and Natural Sciences I: Anatomy and Physiology IA	TBA	I	5	12	C	None	None	Main stream	Yes
	Biological and Natural Sciences I: Anatomy and Physiology IB	TBA	I	5	12	C	None	None	Main stream	Yes
	Biological and Natural Sciences II: Microbiology	TBA	I	5	12	C	None	None	Main stream	Yes

	and Parasitology									
	Biological and Natural Sciences III : Biophysics and Biochemistry	TBA	I	5	12	C	None	None	Main stream	Yes
	FGE1: Sociology I	TBA	I	6	8	C	None	None	Main stream	Yes
	Ethos and Professional Practice	TBA	I	6	12	C	None	None	Main stream	Yes
	Fundamental Nursing Science IA	TBA	I	6	12	C	None	Clinical Nursing Practice: Fundamental Nursing Science Ia	Main stream	Yes
	Clinical Nursing Practice: Fundamental Nursing Science IA	TBA	I	6	12	C	None	Fundamental Nursing Science Ia	Main stream	No
	Fundamental Nursing Science IB	TBA	I	6	12	C	None	Clinical Nursing Practice: Fundamental Nursing Science Ib	Main stream	Yes
	Clinical Nursing Practice: Fundamental Nursing Science IB	TBA	I	6	12	C	None	Fundamental Nursing Science Ib	Main stream	No
TOTAL CREDITS FOR 1 st YEAR: 136										
	IGE 4: Equality and Diversity OR The Global Environment	TBA	2	6	8	E	None	None	Main stream	No
	Pathophysiology	TBA	2	6	16	C	None	None	Main stream	Yes
	Pharmacology	TBA	2	6	12	C	Pathophysiology	None	Main stream	Yes
	FGE 4: Sociology II	TBA	2	7	8	C	None	None	Main stream	Yes
	IGE3: HIV and communicable diseases	TBA	2	6	12	C	None	None	Main stream	No
	Medical and Surgical Nursing IA	TBA	2	7	12	C	Fundamental Nursing Sciences IA& IB, Clinical Nursing Practice: F Fundamental Nursing Sciences IA& IB,	Clinical Nursing Practice: Medical and Surgical IA	Main stream	Yes
	Clinical Nursing Practice : Medical and Surgical IA	TBA	2	7	24	C	Fundamental Nursing Sciences IA& IB, Clinical Nursing Practice: F Fundamental Nursing Sciences IA& IB,	Medical and Surgical Nursing IA	Main stream	No
	Medical and Surgical Nursing IB	TBA	2	7	12	C	Fundamental Nursing Sciences IA&	Clinical Nursing Practice:	Main stream	Yes

							IB, Clinical Nursing Practice: F Fundamental Nursing Sciences IA& IB,	Medical and Surgical IB		
	Clinical Nursing Practice : Medical and Surgical IB	TBA	2	7	24	C	Fundamental Nursing Sciences IA& IB, Clinical Nursing Practice: F Fundamental Nursing Sciences IA& IB,	Medical and Surgical Nursing IB	Main stream	No
	FGE 2: Ethics and Medical Law	TBA	2	7	12	C	None	None	Main stream	No
TOTAL CREDITS FOR 2 nd YEAR; 140										
	Medical and Surgical Nursing IIA	TBA	3	8	16	C	None	Clinical Nursing Practice: Medical and Surgical Nursing IIA	Main stream	Yes
	Clinical Nursing Practice: Medical and Surgical Nursing IIA	TBA	3	8	16	C	None	Medical and Surgical Nursing IIA	Main stream	No
	Medical and Surgical Nursing IIB	TBA	3	8	12	C	None	Clinical Nursing Practice: Medical and Surgical Nursing IIB	Main stream	Yes
	Clinical Nursing Practice: Medical and Surgical Nursing IIB	TBA	3	8	16	C	None	Medical and Surgical Nursing IIB	Main stream	No
	Health Care services Management	TBA	3	8	12	C	None	Clinical practice: Health Care services Management	Main stream	Yes
	Clinical Nursing practice: Health Care services Management	TBA	3	8	16	C	None	Health Care services Management	Main stream	No
	Nursing Research	TBA	3	8	12	C	None	Clinical Research Project IA	Main stream	Yes
	Clinical Research Project IA	TBA	3	8	12	C	None	Nursing Research	Main stream	No
	Clinical Research Project IB	TBA	3	8	12	C	Clinical Research Project IA	None	Main stream	No
	IGE 5: Restorative justice	TBA	3	7	8	C	None	None	Main stream	No
TOTAL CREDITS FOR 4 TH YEAR: 132										
	Midwifery I	TBA	4	8	24	C	None	Clinical Nursing Practice: Midwifery I	Main stream	Yes
	Clinical Nursing Practice: Midwifery I	TBA	4	8	36	C	None	Midwifery I	Main stream	No

	Midwifery II	TBA	4	8	24	C	None	Clinical Nursing Practice: Midwifery II	Main stream	Yes
	Clinical Nursing Practice Midwifery: II	TBA	4	8	36	C	None	Midwifery II	Main stream	No
TOTAL CREDITS FOR 4 TH YEAR: 120										
Total credits for Graduation (minimum): 528 C = Compulsory; E = Elective; ** Module without NO for exams are "Continuously Evaluated"										

4.3 BACHELOR OF NURSING (BCHNSE) (ECP)

4.3.1 Purpose of the Programme

The extended curriculum is intended to allow students the opportunity to focus on fewer modules over the first two years with the ECP foundational modules that will provide alignment and integration of the subjects taught in the first two years as they will apply to the discipline of nursing. Academic support and skills development are integrated with regular academic work. A student must pass all instructional offerings of the first year of the ECP in order to continue with the subsequent year of study in the ECP. A student enrolled in the ECP may not change to the regular programme even after successfully completing the first year of the ECP. The student must complete the ECP in full. By the time the students reach third year of study, it is envisaged that they will be able to cope with the work load as any other student following the mainstream curriculum.

4.3.2 Programme information

The ECP includes all modules in the main-stream programme, plus foundational modules that are offered over the first two years of study, with a larger proportion in the first year and gradually reduced until the second year. In addition selected modules from the main programme are classified as developmental modules (ECP Programme structure). The ECP developmental modules are offered over the five years of study and are designed to include extra support periods per module per week, compulsory tutorial lessons with the tutor per week and supervised peer support group work

4.4.3 ECP Developmental Modules

STUDY LEVEL	MODULE
1	Biological and Natural Sciences I: Anatomy and Physiology IA
1	Biological and Natural Sciences I: Anatomy and Physiology IB
1	Biological and Natural Sciences II: Microbiology and Parasitology
1	Biological and Natural Sciences III : Biophysics and Biochemistry
2	Fundamental Nursing Science IA
3	Medical and Surgical Nursing I
4	Nursing Research
5	Midwifery I

4.4.4 Learning Programme Structure

4.3.4.1 Total SAQA credits for each level

This learning programme comprises of the following **SAQA Credits** levels:

- Level 1: 64
- Level 2: 90
- Level 3: 130
- Level 4: 124
- Level 4: 120
- Total = 528

4.3.4.2 Bachelor of Nursing Programme Structure (BCHNSE) (ECP)

Name of the subject	Subject code	Study Period	NQF level of the module	Module credits	C/E	Pre-Req	Co-Req	Stream	Exam**
English Communication	TBA	I	5	4	C	None	None	ECP	No
Academic Literacy	TBA	I	5	4	C	None	None	ECP	No
Computer and Information Sciences	TBA	I	5	4	C	None	None	ECP	No
Mathematics Literacy	TBA	I	5	4	C	None	None	ECP	No
Biological and Natural Sciences I: Anatomy and Physiology IA	TBA	I	5	12	C	None	None	ECP	Yes
Biological and Natural Sciences I: Anatomy and Physiology IB	TBA	I	5	12	C	None	None	ECP	Yes
Biological and Natural Sciences II: Microbiology and Parasitology	TBA	I	5	12	C	None	None	ECP	Yes
Biological and Natural Sciences III : Biophysics and Biochemistry	TBA	I	5	12	C	None	None	ECP	Yes
TOTAL CREDITS FOR 1st YEAR: 64									
Life Skills Foundation	TBA	2	5	4	C	None	None	ECP	No
Introduction to Research	TBA	2	5	4	C	None	None	ECP	No
IGE 2: Cornerstone: I01	TBA	2	5	6	C	None	None	ECP	No
IGE1: Information & Communication Literacy and Skills	TBA	2	5	6	C	None	None	ECP	No
FGEI: Sociology I	TBA	2	6	10	C	None	None	ECP	Yes
Ethos and Professional Practice	TBA	2	6	12	C	None	None	ECP	Yes
Fundamental Nursing Science IA	TBA	2	6	12	C	None	Clinical Nursing Practice: Fundamental Nursing Science IA	ECP	Yes
Clinical Nursing Practice: Fundamental Nursing Science IA	TBA	2	6	12	C	None	Fundamental Nursing Science IA	ECP	No
Fundamental Nursing Science IB	TBA	2	6	12	C	None	Clinical Nursing Practice: Fundamental Nursing Science IB	ECP	Yes
Clinical Nursing Practice: Fundamental Nursing Science IB	TBA	2	6	12	C	None	Fundamental Nursing Science IB	ECP	No
TOTAL CREDITS FOR 2ND YEAR: 90									
IGE3: HIV and communicable diseases	TBA	3	6	8	C	None	None	ECP	No
IGE 4: Equality and Diversity OR The Global Environment	TBA	3	6	6	E	None	None	ECP	No
Pathophysiology	TBA	3	6	16	C	Biological and Natural Sciences: Anatomy & Physiology IA & IB	None	ECP	Yes
Pharmacology	TBA	2	6	12	C	Pathophysiology	None	ECP	Yes
FGE 4: Sociology II	TBA	2	7	8	C	None	None	ECP	Yes
Medical and Surgical Nursing IA	TBA	3	7	12	C	Fundamental Nursing Sciences IA& IB, Clinical Nursing Practice: F Fundamental Nursing Sciences IA& IB,	Clinical Nursing Practice: Medical and Surgical IA	ECP	Yes

Clinical Nursing Practice : Medical and Surgical IA	TBA	3	7	24	C	Fundamental Nursing Sciences IA& IB, Clinical Nursing Practice: F Fundamental Nursing Sciences IA& IB,	Medical and Surgical Nursing IA	ECP	No
Medical and Surgical Nursing IB	TBA	3	7	12	C	Fundamental Nursing Sciences IA& IB, Clinical Nursing Practice: F Fundamental Nursing Sciences IA& IB,	Clinical Nursing Practice: Medical and Surgical IB	ECP	Yes
Clinical Nursing Practice : Medical and Surgical IB	TBA	3	7	24	C	Fundamental Nursing Sciences IA& IB, Clinical Nursing Practice: F Fundamental Nursing Sciences IA& IB,	Medical and Surgical Nursing IB	ECP	No
FGE 2: Ethics and Medical Law	TBA	3	7	8	C	None	None	ECP	No
TOTAL CREDITS FOR 3RD YEAR: 130									
IGE 5: Restorative justice Approach	TBA	4	7	8	C	None	None	ECP	No
FGE 3: Leadership and Supervisory Development	TBA	4	8	8	C	None	Clinical practice: Health Care services Management	ECP	Yes
Clinical Nursing practice: Health Care services Management	TBA	4	8	12	C	None	Health Care services Management	ECP	No
Medical and Surgical Nursing IIA	TBA	4	8	16	C	None	Clinical Nursing Practice: Medical and Surgical Nursing IIA	ECP	Yes
Clinical Nursing Practice: Medical and Surgical Nursing IIA	TBA	4	8	16	C	None	Medical and Surgical Nursing IIA	ECP	No
Medical and Surgical Nursing IIB	TBA	4	8	12	C	None	Clinical Nursing Practice: Medical and Surgical Nursing IIB	ECP	Yes
Clinical Nursing Practice: Medical and Surgical Nursing IIB	TBA	4	8	16	C	None	Medical and Surgical Nursing IIB	ECP	No
Nursing Research	TBA	4	8	12	C	None	Clinical Research Project IA	ECP	No
Clinical Research Project IA	TBA	4	8	12	C	None	Nursing Research	ECP	No
Clinical Research Project IB	TBA	4	8	12	C	Clinical Research Project IA	None	ECP	No
TOTAL CREDITS FOR 4TH YEAR: 124									
Midwifery I	TBA	5	8	24	C	None	Clinical Nursing Practice: Midwifery I	ECP	Yes
Clinical Nursing Practice: Midwifery I	TBA	5	8	36	C	None	Midwifery I	ECP	No
Midwifery II	TBA	5	8	24	C	None	Clinical Nursing Practice: Midwifery II	ECP	Yes
Clinical Nursing Practice Midwifery: II	TBA	5	8	36	C	None	Midwifery II	ECP	No
TOTAL CREDITS FOR 5TH YEAR: 120									
Total credits for Graduation (minimum): 528									
C = Compulsory; E = Elective; ** Subjects without NO for exams are "Continuously Evaluated"									

4.5 Programme Rules (BCHNSG and BCHNSE) (Main stream and ECP)

4.4.1 Admission rules

4.4.1.1 Minimum Admission Requirements

The DUT admission policy and admission Rule G7 as specified in the DUT handbook will guide admission of the students into the programme. In addition to Rule G7, the minimum admission requirements for entry into the programme of study are:

- The minimum requirements for holders of the National Senior Certificate (NSC) with endorsement for the degree entry, minimum 28 points
- Rule G7((2)(e) applies for the minimum requirement for holders of the National Certificate Vocational (NCV
- The following rating in the listed subject for NSC and SC applies:

Subject	NSC Rating	SC Rating	
		HG	SG
English	3	E	C
Life Science	4	-	-
Mathematics Or Mathematics Literacy OR	4	D	B
Physical Science	6	-	-
Biology	4	D	B
Two additional 20 credit subjects, only one of which may be an additional language	-	D	B
	4	-	-

4.4.1.2 Admission requirements based upon Work Experience, Age and Maturity; and Recognition of Prior Learning

The DUT general rules G7 (3), and G7 (8) respectively, will apply admission requirements based upon Work Experience, Age and Maturity; and Recognition of Prior Learning

4.4.1.3 Admission of International students

The DUT's Admissions Policy for International Students and General Rules G4 and G7 (5) will apply admission of International students.

4.4.2 Student Selection

In accordance with DUT Rule G5, acceptance into the programme is limited to 20 places. As more qualifying applications are received than can be accommodated, the following selection process will determine placement in the programme:

- All applicants must apply through the Central Applications Office (CAO).
- Initial shortlisting for selection is based on the applicant's academic performance in Grade 12 (Grade 11, or Grade 12 trial marks, will be used for current matriculants).
- Provisional acceptance is given to selected applicants awaiting National Senior Certificate (NSC) results. If the final Grade 12 NSC results do not meet the minimum entrance requirements, this provisional acceptance will be withdrawn.
- Final selection is based on the minimum score of 65 points (SC/NSC/NCV +written test marks + interview score). Candidates who score 65 points or above will be selected starting with the highest to either 65 points or till a total number of candidate according to enrolment target) whichever comes first is achieved.

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Assessment Criteria	Points	
	Minimum	Maximum
SC/NSC/NCV	28	40
Written entrance Test (Total 60)	30 (50%)	60 (100%)
Interview (Total 14)	7 (50%)	14 (100%)
Total points	65	114

4.4.3 Student Registration

Candidates who have been selected will be allowed to register into the programme provided they are eligible for registration based on DUT G2 and G3 rules.

4.4.4 Verification of certificates

Verification of certificates is coordinated by the DUT registration office. Student are required to submit original certificates to registration office for verification before these documents are accepted as valid. All documents such as matric certificates, identity documents etc. that are deemed to be suspicious are submitted to DUT certificate verification office for further verification. Verification of documents for international students is done by DUT International office.

4.4.5 Pass Requirements

Notwithstanding, DUT's pass requirements (G14 and G15), and those detailed as follows, students are encouraged to apply themselves to their learning, and strive for the best academic results possible in order to adequately prepare themselves for their future careers, and to maximize possible employment opportunities. In cases where the examination consists of both theoretical and clinical practice examinations, a pass mark of 50% is required in each of these components. In cases where a particular mark higher than 50% is stipulated as a requirement for passing a clinical learning component in order to ensure competence and safe practice, the stipulated higher mark shall apply.

Competence-Based Assessment is used for all Clinical Nurse Practice modules. Where Reflective Learning Journals form part of the teaching learning strategies for clinical nursing practice modules, a minimum of 80% of the required journals must be submitted and passed in order to obtain a competent evaluation in such modules.

4.4.6 Special tests and condonation

No summative assessments will be condoned. Summative means all assessment marks that contribute to the final mark of a subject, but not including examinations for the purpose of this rule.

If a student misses a summative written, oral or practical test, for reasons of illness, a special test may be granted if the student provides a valid medical certificate specifying the nature and duration of the illness, and a declaration that for health reasons it was impossible for the student to sit for the test. This certificate must be submitted to the programme coordinator, no later than one week after the date of the missed test.

If a student misses a summative written or oral or practical test, for reasons other than illness, a special test may be granted if the student provides a valid declaration that for unavoidable reasons it was impossible for the student to sit for the test. This declaration must be submitted to the programme coordinator, no later than one week after the date of the missed test. In addition, a special test may be granted to students with borderline academic results.

The special test may take the form of an oral test, may be set at the end of the period of registration, and may include a wider scope of work than the original test. Any student who misses an assessment and who does not qualify for a special test, and any student who qualifies for a special test but fails to write it, shall be awarded a zero mark for the missed assessment.

A student who qualifies for a special test granted for borderline academic results, but fails to write it, or achieves lower than their original results, shall be awarded their original results.

4.4.7 Student Appeals

Rule GI (8) applies.

4.4.8 Progression Rules

In addition to rule GI6, the following rules apply in order to proceed to subsequent years of study:

Progression	Main Stream (BCHNSG)	ECP (BCHNSE)
From 1st to 2nd Year	Pass 60% of the 1st year modules which must include Fundamental Nursing Science IA and IB and Clinical Nursing Practice: Fundamental Nursing Science IA and IB Complete 80% prescribed clinical hours for first year level.	Pass all Foundation modules for 1st year
From 2nd to 3rd Year	Pass all 1st year modules 60% of the 2nd year modules which must include Medical and Surgical Nursing IA and IB and Clinical Nursing Practice: Medical and Surgical Nursing IA and IB Complete 80% prescribe clinical hours for second year level.	Pass all 1st year modules and 2nd year foundation modules Pass 60% of the 2nd year modules which must include Fundamental Nursing Science IA and IB and Clinical Nursing Practice: Fundamental Nursing Science IA and IB Complete 80% prescribed clinical hours for second year level.
From 3rd to 4th Year	Pass all 2nd and 3rd year modules Complete all (100%) prescribe clinical hours for general nursing (Level 1, 2 and 3).	Pass all 2nd year modules Pass 60% of the 3rd year modules which must include Medical and Surgical Nursing IA and IB and Clinical Nursing Practice: Medical and Surgical Nursing IA and IB Complete 80% prescribed clinical hours for third year level.
From 4th to 5th Year	N/A	Pass all 3rd and fourth year modules and Complete all (100%) prescribed clinical hours for general nursing (Level 2, 3 and 4).

4.4.9 Attendance

Students are encouraged to achieve 100% attendance for all planned academic activities as these are designed to provide optimal support for the required competency. Where absence is unavoidable, the student must timeously advise the department of the reason. Only exceptional reasons will be accepted for absence from guest lectures, industry or field trips. Poor attendance records may lead to penalties. Where absence impacts on assessment – please refer to study guide and DUT student rules.

Attendance at clinical learning sites as placed by the institution is a requirement by the South African Nursing Council; hence, 80% attendance at clinical learning sites is a requirement for entry into the examinations of clinical subjects over and above the 40% subminimum stipulated by the Institution.

4.4.10 Exclusion Rules

1. Rule GI7 applies
2. In addition to Rule GI7, the following rules apply:
 - A first-year student who fails four (4) or more modules excluding General Education Modules with an average of less than 40% in the failed modules will not be permitted to re-register in the Under Graduate Nursing Programme.

- In addition to DUT Rule SR 1(3)(a)(vii), a student may be excluded if they are found guilty of conduct unbecoming as a student nurse as detailed in the DUT Nursing Department handbook Section 3.4.2. Code of conduct (e.g. absenteeism, alcohol/substance use, failure to observe the clinical setting's rules of conduct as stipulated by the particular clinical setting's management).

4.4.11 Interruption of Studies

In addition to Rule G23A (b) the following rule applies:

Should a student interrupt their studies by more than three (3) years, the student will need to apply to the department for permission to reregister and will need to prove currency of appropriate knowledge prior to being given permission to continue with registration.

4.4.12 Work Integrated Learning (WIL) Rules

In addition to Rule G28 the following rules apply:

- The student is referred to the clinical workbook for additional rules/guidelines pertaining to clinical placements.
- Experiential learning (clinical learning) as determined by the programme and must be undertaken in SANC accredited clinical learning sites as allocated by the programme management.
- Each student is expected to cover a minimum of 1960 clinical hours spread over the four-year period which is required for degree completion as well as registration with the SANC as a nurse and midwife.
- All rules and regulations associated with attendance, behavior and attitude of students during clinical placements must be observed. Failure to do so might lead to exclusion from the programme.

4.4.13 Assessment Rule

In addition to Rules G13, G14 and G15 following rules apply:

- The DUT assessment policy, CHE WIL assessment guidelines and SANC (Professional body) guidelines will guide all assessments.
- Students must achieve 80% theory and clinical attendance to be admitted into examination/assessments for all theory and clinical modules except General Education Modules.

4.4.14 Pregnancy and Childbirth Rule

In addition to rules G3(l) and G3(m) the following rules apply

- Students who fall pregnant during training must report to the department within 12 weeks period of gestation and produce a medical certificate detailing safety of continuation with training.
- Students who fall pregnant during training will not be placed for clinical training between 32 weeks period of gestation and 6weeks post-delivery.
- Students who interrupt training because of pregnancy and delivery will not be admitted to resume training until six weeks post- delivery.

4.4.15 Professional Appearance

Students must adhere to instructions regarding specific uniforms required during practical and clinic sessions as required by SANC. Hence the following rules apply:

- **Uniform:** Only prescribed uniforms are to be worn during clinical practical; i.e. white dresses for females and white safari suits for males. Students are advised to discuss specific dress policies of the various institutions with their clinical instructors prior to entering a new setting. Students are required to purchase the prescribe uniform at their own cost.
- **Shoes:** Shoes with a heel of no more than 2cm to be worn. Flat pumps are not permitted. They must be waterproof or leather. Sandals or shoes with open toes and open heels are not permitted. Stockings are to be worn by females and black socks by males at all times.
- **Jewellery:** Nurses watch (Fob) with a second hand. The watch is to be worn on the uniform and not on the wrist. A wedding band is permitted or a ring without stones or sharp edges. Tongue,

eyebrow, chin or lip jewelry is not permitted. No other jewellery is permitted besides a medical-alert neck chain. These restrictions are to ensure both personal and patient/client safety.

- **Personal hygiene:** Nails to be kept short and clean. Nail polish may not be used. Artificial finger nails are not permitted. Hair to be neatly combed and tied up so that patient care is not interfered with. Neat beards and moustaches that can be covered with a mask are allowed for male students.
- **Identification/name badge:** Identification name badge is considered an important part of the uniform and should be worn at all times and it will be provided by the Department of Nursing.
- **Level buttons:** They are to be worn at all times.

4.5 ASSESSMENT PLANS

The following assessment plan will apply to all subjects, except where indicated as different.

Faculty Principles on assessment to be observed as follows:

Theoretical

Minimum of two (2) forms of assessment per 8 credit module

Minimum of three (3) forms of assessment per 16 credit and above module. A variety of assessment forms to be implemented

A retest will earn the student a minimum of 50%

Assessments to be conducted according to the assessment semester plan.

Pass Requirements

- Dully Performed (DP) entrance requirement (Year mark) minimum =40%
- Final Mark =50%

Clinical

Continuous assessment will be based on competencies and skills

Only one repeated assessment is allowed for formative and a supplementary clinical assessment for the final assessment.

A maximum of 50% will be given for all repeat formative assessments

4.6. MODULE CONTENT AND ASSESSMENTS: BACHELOR OF NURSING

Students are referred to the individual Study Guides for each module for more information.

4.6.1 Nursing Modules

Fundamental Nursing Sciences

The purpose of this module is to apply knowledge of theories, methods and techniques in the practice of safe clinical nursing that is responsive to the needs of the individual, the family and the community, in accordance with national legislative and policy frameworks at all levels of health care.

Module Content

Selected human needs theories e.g. Maslow human needs theory, Orem Self-care deficit theory, Communication skills, Scientific approach to nursing (the nursing process) and Physical Needs such as Mobility, Hygiene, Homeostasis, Comfort, rest and sleep, Spiritual needs; Basic first aid, Physiological needs such as; Nutrition, Urinary and faecal elimination, Sensory and Psychosocial health e.g. Stress and coping, Loss, grief and death, Cultural, spiritual awareness.

Assessment

Tests x 2: weighted 30% each = 60% per semester

Assignment/ project x 2 weighted 20%= 40% per semester

Total 100% (DP mark)

Examination x1 3-hour paper per semester

Clinical Nursing Practice: Fundamental Nursing Science

The purpose of this module is to apply knowledge of theories, methods and techniques in the practice of safe clinical nursing that is responsive to the needs of the individual, the family and the community, in accordance with national legislative and policy frameworks at all levels of health care.

Module Content

Competency in formulation and application of the Nursing Process, competency in basic nursing skills such as vital signs e.g. monitoring blood pressure and temperature pulse and respiration; hygiene needs e.g. bed bath, mouth care; nutritional need e.g. feeding of helpless patients; elimination needs e.g. urinalysis; admission, discharge and transfer; basic physical assessment; safe keeping of patients' belongings; provision of physical and mental comfort; active and passive exercises; intake and output; positions and positioning of patients using bed accessories; administration of oxygen; collection of specimens e.g. sputum, stool, urine; terminal care and last offices

Assessment

Formative Assessments = 70% per semester
Summative Assessments = 30% per semester
Completed Clinical Workbook
Completed clinical Hours

Biological and Natural Sciences: Microbiology and Parasitology

The purpose of this module is to apply knowledge of microbiology and parasitology in the provision of safe nursing care, throughout the life span, in a variety of health care settings and communities in response to population needs.

Module Content

History of Microorganisms, Immunity –active and passive, Natural barriers against infection. The structure and properties of bacteria, fungi, viruses and parasites, Pathogenicity of microorganisms. Infection i.e. Stages in the development of infection, Local infection, Systemic infection Sources of microbial reservoirs, Direct and indirect routes of transmission, Control of spread of microorganisms, Infection control measures.

Assessment

Tests X 2 (35% weighting each) = 70%
Assignment/project X1 = 30%

Biological and Natural Sciences: Biophysics and Biochemistry

The purpose of this module is to apply knowledge of biophysics and biochemistry in the provision of safe nursing and midwifery care, throughout the life span, in a variety of health care settings and communities in response to population need.

Module Content

Fundamentals of general chemistry; including: solutions, acid-base reactions, buffer, energetic. Fundamentals of organic chemistry; including: hydrocarbons, derivatives of hydrocarbons, heterocycles, Organization of the human body: human cell, tissues, heat, energy and homeostasis; Systemic approach to physics and chemistry in nursing; Musculoskeletal system (Force, movement and pressure, muscle, joints and movement, body energy), Biochemistry and nutrition (metabolism, enzymes etc.), Respiratory system (ventilation, solubility of gasses and liquids, diffusion air pollution etc.), Renal system (acid-base balance, molecular movement), Coronary system (blood and fluid pressure, acidosis and alkalosis).

Assessment

Tests X 2 (35% weighting each) = 70%
Assignment/project X1 = 30%

Biological and Natural Sciences: Anatomy and Physiology

The purpose of this module is to apply knowledge of anatomy and physiology in the provision of safe nursing and midwifery care, throughout the life span, in a variety of health care settings and communities in response to population needs.

Module Content

The main concepts concerning anatomy & physiology, the interrelationship of chemistry with anatomy and physiology, the structural components of the cell and the genetic regulation of cells, the importance of enzymes, energy and metabolism to cell function. The importance of membrane transport and membrane potentials to cell functions, the classification, structure and function of tissues, the structure, functions and functioning of the various body systems.

Assessment

Anatomy & Physiology I

Tests X 2 (35% weighting each) = 70%

Assignment/project X 2 = 30%

Total 100% (DP mark)

Examination I X 3 hour paper

Anatomy & Physiology II

Tests X 2 (35% weighting each) = 70%

Assignment/project X 2 = 30%

Total 100% (DP mark)

Examination I X 3 hour paper

Ethos and Professional Practice

The purpose of this module is to identify and address ethical and legal issues based on critical reflection on the suitability of different ethical value (and legal) systems to the nursing and midwifery practice within the legal framework.

Module Content

SA Nursing and Health Care legislation, including a Primary Health Care approach

Bioethics and nursing ethics, Ethical issues, principles and moral theories, Professionalism and professional's behavior

Ethics and professional nursing practice i.e. Confidentiality and informed consent, Respect, autonomy and advocacy, Ethical debate, Distributive justice and research ethics, Advocacy and human rights.

Assessment

Theory tests 60%

Projects/ Case Studies/ Assignments 40%

Total 100% (DP mark)

Examination I X 3 hour paper

Sociology I

This module prepares the student with knowledge, skills and competencies to apply knowledge of normal and abnormal growth and developmental stages, and how these influence individual needs in the care of individuals and groups.

Module Content:

Introduction to the Study of Human Development; Study of Human Development; Introduction to Major Theoretical Perspectives on Human development; growth and development across lifespan. Culture and society (Theories of cultural competency, Culture in nursing); Sociological perspectives in health and illness. Advocacy and human rights (Disease and responsibility, Bill of rights, Patient advocacy, Patients' rights, Forensic nursing).

Assessment

Tests x 2 (30% weighting each) = 60%

Assignment x 1 = 40%

Total 100% (DP mark)

Examination I X 3 hour paper

Ethics and Medical Law

The purpose of this module is to equip the student with integrated knowledge and skills of the central areas of professional ethics in health care practice and how that knowledge relates to health science fields.

Module Content; Professional ethics; International ethics principles; Professional body and National Health requirements; Scope of practice; Multidisciplinary and interdisciplinary interactions; Legal aspects of medical care; Applications in authentic settings

Assessment

Theory tests = 60%

Projects/ Case Studies/ Assignments = 40%

Medical and Surgical Nursing I

The purpose of this module is to apply knowledge of theories, methods and techniques in the practice safe clinical nursing that is responsive to the needs of the individual, the family and the community, in accordance with national legislative and policy frameworks at all levels of health care.

Module Content

Relevant ethical and legal frameworks, Overview of Disease Process with regard to each system. Nurse's role with regard to medical and surgical management of: Disorders of the Intergumentary System such as, Disorders of the Musculoskeletal System such as, Disorders of the Nervous System such as, Disorders of the Sensory Nervous System such as, Disorders of the Respiratory System such as, Disorders of the Cardiovascular System such as, HIV / AIDS and other Auto-Immune Disorders.

Assessment

Tests x 2 / semester weighted 35% each] = 70%

Assignment/ project x2 = 30%

Total 100% (DP mark)

Examination I X 3 hour paper

Clinical Nursing Practice: Medical and Surgical Nursing I

The purpose of this module is to apply knowledge of theories, methods and techniques in the practice safe clinical nursing that is responsive to the needs of the individual, the family and the community, in accordance with national legislative and policy frameworks at all levels of health care.

Module Content

Apply relevant ethical, legal and guidelines applicable to nursing practice; apply knowledge of pharmacology in provision of safe medical and surgical nursing care; demonstrate competency in nursing management and performance of the related clinical skills; preparation and care of patients undergoing diagnostic procedures; preparation and care of patients with an intercostal drainage; pre- and postoperative care of patients undergoing surgery; demonstrate competency related to community health nursing; implementation of the plan of action according to agreed community needs and projects; screening and surveillance for common communicable and non-communicable diseases; health promotion strategies; interventions for sexual and reproductive health; community based learning skills; conduct a Community Based Education Project (CBE) and record keeping.

Assessment

Formative Assessments (Simulated Assessments: 10% + Actual/ Real Environments: 35 % + Reflective journals: 10% +Clinical Workbook +15%) = 70%
Summative Assessment= 30%

Pathophysiology

The purpose of this module is to apply knowledge of the pathophysiology of selected organs and systems, as well as problem-solving skills in the provision of safe nursing and midwifery care, throughout the life span, in a variety of health care settings and communities in response to population needs.

Module Content

Epidemiology and related medical terminology, Overview of Blood disorders, Selected Infectious diseases, Neoplasia, Cardiovascular system, Neurological system, Respiratory system, Pathophysiology of selected disorders of Calcium Metabolism, Pathophysiology of selected Hypothalamic and pituitary diseases and overview of Thyroid disease, Diabetes Mellitus, Liver Disease, Selected Pancreatic disorders, Digestive system and Skin disorders, Selected disorders of the Renal system, Selected disorders of the male and female Reproductive system.

Assessment

3 written theory tests Weighted 30% each=60%
2 x assignments [presentation and written] weighted 20% each = 40%
Total 100% (DP mark)
Examination I X 3 hour paper

Pharmacology

The purpose of this module is to apply knowledge of pharmacology in the provision of safe nursing and midwifery care, throughout the life span, in a variety of health care settings and communities in response to population needs.

Module Content

General aspects of drug therapy, Pharmacokinetics, Pharmacodynamics, Adverse effects of drugs, Autonomic, somatic and sensory nervous systems.

Assessment

Each of the 6 units will be continuously assessed. A two hour theory test at the end of each unit with each theory test will be equally weighted.

Sociology I I

This module prepares the student with knowledge, skills and competencies to enable the student to appreciate how social forces influence individual and group behavior and the resultant effects on health.

Module Content

Vulnerability and vulnerable groups (Gender and sexually: perspective on gender equality, human sexuality, prostitution, teenage pregnancy, Race: prejudice, discrimination and racism, Violence and abuse in family life: domestic violence: spouse abuse, child abuse, elder abuse, divorce, Crime and deviance: types of crime-juvenile delinquency, rape , drug abuse, Alcoholism, Suicide; Globalization and Health (global health, change patterns of disease: burden of disease, Politics of Aids in South Africa, Disparities in treatment and outcomes).

Assessment

Tests x 2 (30% weighting each): 60%
Assignment x 1: 40%
Total 100% (DP mark)
Examination I X 3 hour paper

Health Care Services Management

The purpose of the module is to acquire, apply and integrate knowledge, skills and attitudes in leadership, in order to develop leadership skills that will enable the student to become effective peer leaders, impart their knowledge and skills to others and to support their own personal and professional growth and development in the work environment.

Module Content

Leaders versus Managers; Qualities of a leader; Leadership styles; Concepts of leadership; Climate and Culture of leadership; Leadership Theories; Conflict Management; Leadership Development.

Assessment

Tests x 2 per semester: 70 %, Assignments/ projects: 30%
Examination X 1 Papers

Clinical Nursing Practice: Health Care Service Management

The purpose of this module is to manage a health care unit and health facility based on the understanding of the roles and relationships within the multidisciplinary team.

Module Content

Apply knowledge of theories, principles, concepts and models of management in the strategic planning, organizing, coordination, delegation and control in a healthcare unit, human resource management, managing teams and groups, financial management, resource allocation, ordering, utilization and control of resources, conflict management, quality assurance and information technology; apply knowledge of leadership and motivation theories in health service management including different styles of leadership; demonstrate competency in management of workload and staffing models in nursing and midwifery; demonstrate competency in records and record keeping; demonstrate competency in the related clinical skills and quality management- meetings, orientation/induction, ward inspection, auditing, policy and standards formulation.

Assessment

Clinical Assessments Formative Assessments (Completed Clinical Workbook 15%, Simulated Clinical lab environment 10% , Actual clinical placement environment 35% and Clinical Reflective journal 10%) =70%
Summative clinical assessment = 30%

Medical and Surgical Nursing II

The purpose of this module is to apply knowledge of theories, methods and techniques in the practice safe medical and surgical nursing that is responsive to the needs of the individual, the family and the community, in accordance with national legislative and policy frameworks at all levels of health care.

Module Content

Relevant ethical, legal frameworks and institutional policies.

Critical Care Nursing i.e. Holistic care of patients with critical and specialized care in the following areas; Operating theatre such as nurses' responsibilities with regard to; Recovery room such as; Intensive Care Unit, Accident and Emergency with regard to; Disaster Management.

Introduction to Mental Health Nursing on Comprehensive and integrated assessment of mentally; Introduction to Primary Health Care Nursing e.g. IPHC principles, models and frameworks, The goals and objectives of the SA district health care system, Comprehensive health assessment, relevant management and rehabilitative strategies.

Assessment

Tests X 2 (35% weighting each) 70% per semester
Assignment/project X2 (1 per semester) 30%
Total 100% (DP mark)

Examination: x|three hour paper per semester

Clinical Nursing Practice: Medical and Surgical Nursing II

The purpose of this module is for you to be able to apply knowledge of theories, methods and techniques in the practice of safe mental, primary health, critical and specialized clinical nursing that is responsive to the needs of the individual, the family and the community, in accordance with national legislative and policy frameworks at all levels of health care thus improving the quality of life.

Module Content

Apply relevant ethical, legal and guidelines applicable to nursing practice; apply knowledge of pharmacology in provision of safe medical and surgical nursing care; demonstrate competency in nursing management and performance of the related clinical skills; conduct a comprehensive mental state assessment according to prescribed guidelines, manage the client according to identified needs and creation of therapeutic environment; plan, implement and evaluate nursing care plans for mental health users with emotional and behavioural disorders; comprehensive assessment of clients for all age groups in Primary Health Care setting; application of relevant skills in the management of various conditions in PHC settings. Including drug and non- drug management; identification and prompt management of medical emergencies e.g. performance of cardiopulmonary resuscitation, management of severe dehydration etc.; Integrated Management of Childhood Illness (IMCI); prompt referral of clients where necessary using interdisciplinary team approach to prevent complications; provide relevant health education on the following Nutrition, family Planning, HIV/AIDS and Voluntary Testing and counselling (VCT) and Genetic Counselling.

Assessment

Clinical laboratory 10%, Clinical facilities 35%, Reflective learning journals 10% and Midwifery register, 15% =70% per semester
Summative assessment 30% per semester

Nursing Research

The purpose of this module is to provide the students with knowledge and skills to conduct research in investigating nursing and health-related problems in order to improve quality of care.

Module Content

Introduction to the basic concepts of research, significance of research and the role of health care professionals, the steps of the research process, literature review, Ethical considerations in research, research approaches (quantitative and qualitative), Sampling techniques, Data collection methods, Data analysis, Reporting and critical evaluation of scientific research.

Assessment

Test: 20%
Assignment: 30%
Group presentation: 50%

Clinical Research Project

The purpose of this module is to apply knowledge and skills to conduct research regarding nursing and health-related problems in order to improve quality of care.

Module Content

Conducting a scientific clinical research project; formulation of a researchable topic with regard; problem identification and formulation; significance of the study; aim/s and objectives; information retrieval and critiquing literature review; selection application of appropriate research approach; research ethics; sampling and sample size; data collection and data analysis process; and writing a research report

Assessment

Semester I: Research Proposal complete

Semester II: Nursing research project complete

Midwifery I

The purpose of this module is to provide safe and quality midwifery and neonatal care in a scientific, integrated and evidence based approach in all health care settings.

Module Content

Relevant ethical, legal and guidelines applicable to midwifery practice e.g. SANC R2598, DoH Guidelines-Banc⁺, EMTCT and SDGs. Apply knowledge of pharmacology in Midwifery using an integrated approach, Management of a midwifery unit, Normal pregnancy, Normal labour, Normal Puerperium, Uncomplicated New-born baby

Assessment

Tests x 2 per semester weighted 30 % = 60%

Assignments/ projects 2 per semester weighted 20% =40%

Total 100% (DP marks)

Examination x 1 three-hour paper per semester 50%

Clinical Nursing Practice: Midwifery I

The purpose of this module is to provide safe and quality midwifery and neonatal care in a scientific, integrated and evidence based approach in all health care settings.

Module Content

Apply knowledge of pharmacology in midwifery using an integrated approach and management of a maternity unit; comprehensive assessment of a woman during pregnancy, labour and puerperium with specific reference to physiological changes and adaptations, apply legislation related to midwifery; management of an uncomplicated pregnancy according to Basic Antenatal Care (BANC⁺) protocol; demonstrate competency in: history taking skills (obstetrical history), physical examination of the pregnant woman, specific investigations (cardio-topography, ultrasound, bloods & urine tests), scheduling and follow up of antenatal visits, preparation for labour, puerperium and postnatal period; nursing management of a woman during labour and puerperium; nursing management of a normal new-born; keeping of midwifery records.

Assessment

Formative Assessments (Simulated Clinical lab environment, Actual clinical placement environment and Clinical Reflective journal) =80%

Summative clinical assessment = 20%

Clinical Hours: complete

Clinical Workbook complete

Midwifery II

The purpose of this module is to provide safe and quality midwifery and neonatal care in a scientific, integrated and evidence based approach in all health care settings.

Module Content

Relevant ethical, legal and guidelines applicable to midwifery practice e.g. SANC R2598; DoH Guidelines-Banc⁺, EMTCT and SDGs. Apply knowledge of pharmacology in Midwifery using an integrated approach, Management of a midwifery unit, Abnormal Midwifery i.e. Comprehensive assessment and management of a complicated pregnant during ANC, Management of complications of labour, puerperium and the sick neonate, Management of obstetrical emergencies, Preparing and Conducting of Perinatal Mortality Rate Meetings (PMR)

Assessment

Tests x 2 per semester weighted 30 % = 60%

Assignments/ projects2 weighted 20% =40%
Total 100% (DP marks)
Examination x I three-hour paper

Clinical Nursing Practice: Midwifery II

The purpose of this module is to provide safe and quality midwifery and neonatal care in a scientific, integrated and evidence based approach in all health care settings.

Module Content

Apply knowledge of pharmacology in midwifery using an integrated approach; management of a maternity unit; comprehensive assessment of a pregnant woman with specific reference to physiological changes and adaptations to pregnancy; apply legislation related to Midwifery; management of complicated pregnancy according to Basic Antenatal Care (BANC+) protocol; history taking skills (obstetrical history) to identify abnormalities; physical examination of the pregnant woman, identification of abnormalities and prompt referral; demonstrate management of all stages of labour which includes; management of a baby with abnormalities post-delivery; management of a mother with abnormalities during puerperium; psychosocial management of woman and family and keeping of midwifery records.

Assessment

Formative Assessments (Simulated Clinical lab environment, Actual clinical placement environment and Clinical Reflective journal) =80%
Summative clinical assessment = 20%
Clinical Hours: complete
Clinical Workbook complete

4.6.2 General Education Modules [GENED.]

Cornerstone 101

The purpose of this module is to induct students into the community of higher education, with values and practices that promote self-awareness, social justice and environmental sustainability.

Module Content:

The module content will be developed around the concept of journeys, across time, across space, and across human relationships. It will take the journey of the UMngeni River (which is close to all DUT campuses) as a metaphor. The module will bring different disciplinary perspectives to this content – environmental, historical and sociological in particular. The metaphor of the journey will be sustained across the module and will be applied to personal journeys, historical, political and environmental journeys, and social journeys, with a specific focus on gender. Each section will draw in issues of ethics, diversity and critical citizenry. The design team may later take a different metaphor or theme, but with the same outcomes and attributes.

Assessment

A weekly reflective journal or blog written by each student – 25%
Tutorial attendance (forfeited if student attends less than 80% of tutorials)-10%
A major project involving work with family oral history-35%
Oral presentation-20%
Peer assessment-10%

Equality and Diversity

The purpose of this module is to enable students to appreciate diversity in self, others and society, and to participate in the development of equality and mutual respect in their communities.

Module Content

Concepts and terminology – e.g. diversity, equality, inclusion, power, oppression; Parameters of diversity as listed in section 9 of the SA Constitution; Prejudice, discrimination and inequality; The diversity competence continuum; Steps to develop competence/sensitivity in relation to diverse others.

Assessment

Theory test X1=50%

Reflective writing assignment X1 =20%

Group presentation X1 =10%

Diversity festival X1 =20%

The Global Environment

The purpose of this module is to enable students to critically engage with social, economic and personal impacts on the local and global environment.

Module Content

Environmental Pollution (Air, water and soil); Population growth vs. natural resources; Climate change and global warming; Sustainable development.

Assessment

Test: 30%

Individual/ Group presentation: 20%

Group assignment/ Project: 50%

Information and Communication Technology Literacy and Skills

The purpose of this module is to equip its students with the skills and knowledge needed for an effective and innovative use of Information and Communication Technologies in their academic, professional, and personal activities.

Module Content

Basics of ICTs Hardware, Software, and Users; Internet Search; Word Processing; Spreadsheets; Presentations; Referencing; Security, Legal, Ethical, and Societal Issues; Economics of ICTs.

Assessment

Theory test X2 = 50%

Assignment X2 = 50%

Restorative Justice

The purpose of the module is to equip students with knowledge and skills to contribute to a peaceful, non-violent society.

Module Content

Relevance of a restorative approach in the SA context; Aspects of legislation and policy; Restorative philosophy and practice in indigenous communities; Factors in crime, violence and conflict in modern societies: The social control window.

Restoration versus retribution; Shaming, integration, healing and forgiveness: The restorative practices continuum; Informal and informal restorative conferencing.

Assessment

Theory test x2 = 50%

Assignment x2 = 50%

HIV and Communicable Diseases

The purpose of this module is to inform and /or broaden the knowledge and understanding of students about HIV/AIDS tuberculosis (TB) and sexually transmitted infections (STI's) and their impact on health and that of the community at a local, national and international level. It prepares students to understand

the psychosocial impacts of these diseases in the context of their career choices and its effect on society and contribute towards developing students into socially responsible citizens. The student should be able to explain the epidemiology of HIV, TB and sexually transmitted infections (STIs) globally, in sub-Saharan Africa, South Africa and KZN, describe the infection, transmission and prevention of HIV, TB and STIs, discuss the psychological impact of HIV and TB in relation to: decision making and family autonomy, social isolation and stigma, disclosure of HIV status and, communication for people infected and affected by HIV and AIDS and critical reflection on HIV, AIDS and communicable diseases in the context of the individual, groups and society. The module structured around the themes below stigma, disclosure, rights, communication, facilitation and advocacy.

Module content

Epidemiology of HIV, TB and STIs globally, in sub-Saharan Africa, South Africa and KZN, HIV infection, transmission and prevention, Psychological issues of HIV and TB.

Assessment

E-learning activities - Tasks, quizzes, wiki`s, blogs 30%

Critical reflective diary 20%

Community report on HIV and/or TB integrating the core themes of the module – stigma, disclosure, rights, communication, facilitation and advocacy 50%

4.6.3 Extended Curriculum Foundation Module (ECP)

Academic Literacy

The purpose of the module is to expose students to a variety of academic writing genres so that they are able to produce, manage and control all the writing required from them in the nursing profession. Students are introduced to life skills such as creative thinking, critical thinking, time management, problem solving skills, self-motivation and group dynamics. The module help students to develop a keen eye for reading comprehensively and critically, develop an ability to analyse written texts, a voice for communicating effectively in own writing, identify and solve problems and the ability to make responsible decisions using critical and creative thinking.

Module Content

Basic Proficiency in listening and note-taking skills, group dynamics skills, critical thinking, reading and writing.

Assessment

Test x1 weighted 40%

Assignment x1 weighted 60%

Computer and Information Sciences

The purpose of the module is to develop in students an awareness, understanding and basic skills in the use of computers. Students are introduced to computer literacy skills that can be applied broadly across the nursing curriculum and basic computer terminology. They are made to perform the basic functions of using a desktop computer i.e. start up and shut down a computer correctly and use the basic Windows environment, Use a range of computer applications such as; MS Word, Excel, PowerPoint and Outlook (e-mail).

Module Content

Basic Proficiency in computing basics, using Microsoft programs: Word, excel, outlook and PowerPoint and data search skills.

Assessment

Test x1 weighted 40%

Project x1 weighted 60%

English Communication

The purpose of the module is to provide students with a solid foundation in English communication required for both the academic and clinical settings and to enhance students understanding of how language works in a variety of communication contexts within the Nursing Profession. The module assist the students develop confidence and ability to communicate effectively in English as their working language using reading, writing, speaking and listening skills, develop awareness of their own use of language and the language of others for effective communication and equip them with the academic life skills to meet the literacy demands of the tertiary environment. The module is support learning activities for core nursing modules.

Module content

Understanding of nursing as a profession, basic proficiency and competency in English communication including grammar skills, critical thinking, academic reading **and** academic writing.

Assessment

Test x1 weighted 40%

Assignment x1 weighted 60%

Life Skills Foundation

The purpose of the module is to assist students to develop meaningful academic and personal skills, knowledge and abilities that could enhance their university experience and potentially enable them to draw on higher education experience in the nursing profession. Students develop an awareness of the social, personal, cognitive and knowledge-building aspects of their individual functioning and personal qualities such as self-reliance, resilience, self-discipline, reflectiveness, and self-awareness in all students.

Module content:

Intra and interpersonal skills such as eemotional intelligence; communication skills; conflict resolution, assertiveness and career development, communication for health care workers, nursing etiquette and ethics in Nursing.

Assessment

Test x1 weighted 40%

Assignment x1 weighted 60%

Mathematics Literacy

The purpose of the module is to provide students with skills, knowledge and competencies related to basic numeracy in order to be able to solve every day mathematical problems in nursing by applying basic calculations. The module provides students with a good foundation for everyday mathematics and the necessary practical mathematical abilities appropriate for the nursing profession and enhanced their knowledge and understanding of the broad concept of numeracy and its applicability in the nursing profession.

Module content

Basic Proficiency in understanding different measurements- such as weight and volume- and how to convert units of measurements (for example, grams to milligrams), working with time calculations, using formulas to calculate medication dosages, calculating fluid rates in mL/hr and drop rates and understanding fractions and ratios.

Assessment

Test x1 weighted 40%

Project x1 weighted 60%

Introduction to Research

The purpose of the module is to assist students develop an increased understanding of research concepts, processes and results. The module assists the students to understand the different stages of undertaking research projects, different ways of approaching research in nursing and develop an ability to explore the designing of a research project.

Module content

Distinguishing between quantitative and qualitative methods; defining a research question; ethics in research and evidence based practice.

Assessment

Test x1 weighted 40%

Assignment x1 weighted 60%

5. POSTGRADUATE PROGRAMMES

5.1 Programme information

There is a maximum of three Post Graduate Diplomas on offer, as well as a Masters in Nursing degree and a Doctor of Nursing degree. As a potential candidate, it is important to ensure that one meets the minimum admission requirements and satisfies the selection criteria in order to be accepted into the post graduate programmes.

5.2 POST GRADUATE DIPLOMA PROGRAMMES

The Postgraduate Diploma programmes include the following:

- Post Graduate Diploma in Health Services Management
- Post Graduate Diploma in Occupational Health Nursing
- Post Graduate Diploma in Primary Care Nursing

5.3 PROGRAMME RULES

Minimum Admission Requirements.

- The DUT admission policy (Annexure: A7. 1) and admission Rule G7 as specified in the DUT handbook will guide admission of the students into the programme. In addition to Rule G7, the minimum admission requirements for entry into the programme of study are:
 - Grade 12 or equivalent AND
 - A Bachelor's degree in Nursing (R.174) (NQF level 8) OR
 - The Diploma in Nursing: General Nurse (R.171) with Advanced Diploma in Midwifery (R.1497) (NQF level 7) OR
 - General Nurse with a Midwifery qualification (NQF level 7) AND
 - Proof of current registration with South African Nursing Council as a Professional Nurse and Midwife AND
 - At least two (2) years' experience after registration as a Professional Nurse or General Nurse and Midwife. The two years include the year of community service.
- In addition to the above, the Durban University of Technology (DUT) general rules will apply with regard to admission requirements based on work experience, age and maturity, and admission via Recognition of Prior Learning (RPL)
- The admission of international students will be according to DUT and South African Nursing Council Admissions Policy for International Students.

In addition to Rule and G7, the minimum admission requirements for entry into the programme of study is guided by Rule G 22B of the General DUT Handbook for the selection into the **POST GRADUATE DIPLOMA PROGRAMMES** and is as follows:

“No person shall be registered for a Postgraduate Diploma, unless that person is in possession of an appropriate Advanced Diploma, or Bachelor’s Degree, or has been granted status or advanced standing (Rule G10 refers), and complies with Rules G3 and G4, and the rules of the academic department offering the qualification”

Selection criteria

- In accordance with the Universities Rule G5, acceptance into the programme is not automatic and all applicants who submit the completed application form and all relevant supporting documents to the Nursing Department by the due date will be considered.
- Preference will be given to applicants with the relevant experience.
- **Selection** will be ranked and scored as per the criteria below before candidates are accepted into the programme.
 - Current employment status in a Health care setting
 - Place of employment
 - Experience in a supervisory role or nursing management role
 - Post basic qualification in a relevant field
 - Computer literacy

A two-step selection scoring criteria will be used as below:

Step one: Shortlisting

The following criteria will be used for shortlisting

a) Highest nursing qualification level: Scoring will be based on the NQF level of the qualification whether Level 8 or 7

Diploma in Nursing: General Nurse (R.171) with Advanced Diploma in Midwifery (R.1497)	Bachelor’s degree in Nursing (R.174)
1	2

b) Applicant’s academic performance in the highest qualification Average pass marks of the final year will be considered

60-65%	Above 65%
1	2

c) Workplace experience post registration as a general nurse and midwife. (NB: The two years include the year of community service).

Two years’ experience after registration as a Professional Nurse or General Nurse and Midwife.	More than two years’ experience after registration as a Professional Nurse or General Nurse and Midwife.
1	2

All candidates with a total score 3 or above will be shortlisted

Step 2: Selection Process

The shortlisted candidates will be subjected to an interview and a written entrance test.

Final Scoring

Criteria	Minimum score	Maximum Score
Selection score	3	6
Interview (Total score 24)	12(50%)	24 (100%)
Written Test (30)	15 (50%)	30 (100%)
Total	30	60

In addition to the above, the DUT general rules will apply with regard to admission requirements based on work experience, age and maturity, and admission via Recognition of Prior Learning.

The admission of International students will be according to DUT's admissions policy for International Students.

• **Pass Requirements**

In addition to Rule G14 and G15, the following rules apply. Students are encouraged to apply themselves to their studies, and strive for the best academic results possible in order to adequately prepare themselves for their future careers. There will be no examinations as these programmes are continuously assessed

• **Re-registration Rules**

The rule G16 of the General Handbook applies.

• **Exclusion Rules**

The rule G 17 of the General Handbook applies.

• **Interruption of Studies**

In accordance with Rule G23A, the maximum duration will be two (2) years of registered study. Should a student interrupt their studies by more than three (3) years, the student will need to apply to the department for permission to reregister and will need to prove currency of appropriate knowledge prior to being given permission to continue with registration.

• **Minimum Duration**

The minimum duration is one (1) year of full time registered study and (2) years part-time registered study

5.4 POST GRADUATE DIPLOMA IN HEALTH SERVICES MANAGEMENT

5.4.1 PURPOSE

Health Services Management equips current and potential nurse managers in the health service with knowledge and skills regarding the management process, policy-making, health economics and financial planning. More so to provide information on human resource management, labour relations and risk management in an ever-changing health service environment. The Health Services Management allows opportunities for leadership positions in health education, programme development, consultation, and management. Graduates could have the opportunity to facilitate interdisciplinary collaborations and provide critical analyses of health care outcomes in a number of settings. With a focus in Health Systems Management, students will be immersed in the learning of evidence-based decision making and outcomes management, while emphasizing nursing core values of quality care.

5.4.2 STRUCTURE OF THE POST GRADUATE DIPLOMA IN HEALTH SERVICES MANAGEMENT

The following table provides an overview of the programme that will be facilitated over a period of (2) two years part-time

NOTE: *The structure and modular content for the (1) year Full-time programme is the same, but differs for the duration of study (i.e. all modules will be facilitated over 1 year).*

Name of Module	Module Code	NQF Level	Study Period	SAQA Credits	Compulsory
Financial Management in Health Services IA	TBA	8	1	4	Yes
Financial Management in Health Services IB	TBA	8	1	8	Yes
Nursing and Law IA	TBA	8	1	4	Yes
Nursing and Law IB	TBA	8	1	8	Yes
Nursing Dynamics IA	TBA	8	1	12	Yes
Nursing Dynamics IB	TBA	8	1	12	Yes
Human Resource Management in Health Services IA	TBA	8	1	4	Yes
Human Resource Management in Health Services IB	TBA	8	1	8	Yes
Risk Management in Health Services IA	TBA	8	2	4	Yes
Risk Management in Health Services IB	TBA	8	2	8	Yes
Nursing Research IA	TBA	8	2	4	Yes
Nursing Research IB	TBA	8	2	8	Yes
Project Planning in Health Services 1	TBA	8	2	12	Yes
Project Planning in Health Services 2	TBA	8	2	24	Yes

TOTAL CREDITS FOR PROGRAMME =120 credits

5.4.3 MODULE CONTENT AND ASSESSMENTS

Financial Management in Health Services

The purpose of this module is to help the student to apply the principles of budgetary governance in a comprehensive health service facility and to explore basic concepts on financial reporting, resource allocation, and performance management that nurse managers need in the daily operations of their units or workplaces

Module content

Unit 1: Financial Frameworks

Unit 2: Budgeting

Unit 3: Financial Accountability/Cost Containment

Unit 4: Recordkeeping

Assessment

Tests 40%

Workbook of tasks 20%

Assignments	20%
Group project	20%

Nursing and Law

The purpose of this module is to provide nurses with important information about the legal basics of nursing practice. This module provides the practicing nurse with current information regarding legal implications related to professional nursing and allows the student to critically reflect and address complex health service problems within the ethical/legal framework of the nursing profession and its governance structures.

Module content

- Unit 1: Introduction to Law.
- Unit 2: Legal, Civil and Criminal liability
- Unit 3: Professional and Ethical responsibility
- Unit 4: Human Rights and the Law
- Unit 5: Liability and conduct in particular circumstances
- Unit 6: The role of the Nurse in carrying out her responsibility

Assessment

Tests	40%
Workbook of tasks	20%
Assignments	20%
Group project	20%

Nursing Dynamics

The purpose of this module is to prepare the professional nurse to comprehensively manage health services within the ethical/legal framework of the nursing profession.

Module content

This module allows the nurse manager to demonstrate critical / analytical and problem-solving reasoning skills related to organisation in the nursing unit by being able to understand and implement;

- Unit 1: Management of Health care organization
- Unit 2: Leadership in the Healthcare organization
- Unit 3: Strategic Management of Healthcare Organization
- Unit 4: Management Models
- Unit 5: Functional Management in a Healthcare organization
- Unit 6: Quality Improvement in Healthcare Organization
- Unit 7: Ethos and professionalism
- Unit 8: Group Dynamics
- Unit 9: Communication
- Unit 10: Time management

Assessment

Tests	20%
Assignments	20%
Group Projects	30%
PowerPoint presentations	20%
Reflective diaries	10%

Human Resource Management in Health Services

The purpose of this module is to enable professional nurses to understand the importance of human resource management in the context of development in the health sector and to gain knowledge and skills that will help in the day-to-day practice as a human resource nurse manager

Module content

Unit 1: Functional Management in a Healthcare organization
Unit 2: Communication Management in Healthcare organization
Unit 3: Planning and provision of Human Resources
Unit 4: Labour Relations
Unit 5: Management theories
Unit 6: Mentorship
Unit 7: Continuing Education and development

Assessment

Tests	40%
Workbook of tasks	20%
Assignments	20%
Group project	20%

Risk Management in Health Services

The professional nurse will be able to analyse risks, manage these risks and critically reflect and address complex issues regarding risks management within the health service setting

Module content

Unit 1: Risk Management
Unit 2: National Norms and standards
Unit 3: Disaster Management

Assessment

Tests	25%
Workbook of risk tasks	25%
Assignments	20%
Group project	30%

Nursing Research

The purpose of this module is to prepare the professional nurse to be able to identify, analyse and critically appraise research evidence to effectively manage and deliver comprehensive health services. This module should enable the student to contribute to improving health service management practice.

Module content

- Unit 1: Strategies to assess need for change in primary care nursing
- Unit 2: Link problem, interventions and outcomes
- Unit 3: Synthesis of best evidence
- Unit 4: Design practice change
- Unit 5: Strategies to implement and evaluate change in practice

Assessment

Theory: Tests 10%
 Assignments and Tasks 10%

Clinical: Research Project 50%
 Oral presentation 30%

Project Planning in Health Services I

The purpose of the module is to build knowledge and skills in the planning and management of projects. It is designed to help nurse managers to plan and implement a project in the workplace.

Module content

Unit 1: Project planning

Unit 2: Project strategies:

Unit3: Health structures

Assessment

Personal field diaries internet communication	20%
Minute of meetings	10%
Completion of tasks	10%
Individual presentations	20%
Mini proposal	30%
Peer evaluation	10%

Project Planning in Health Services I I

The purpose of the module is to build knowledge and skills in the planning and management of development projects and programmes. It is designed to deepen critical understanding of the strategies, processes, techniques and issues involved in taking ideas for development and turning them into practical realities with identifiable outcomes and benefits.

Module content

Unit 1: Project implementation

Unit 2: Project evaluation

Assessment

Individual project files with tasks	40%
Group presentations	20%
Group Project	30%
Peer evaluation	10%

5.5 POST GRADUATE DIPLOMA IN OCCUPATIONAL HEALTH NURSING

5.5.1 Purpose

The purpose of this module is to train professional nurses to be specialist occupational health nursing practitioners who will be able to independently and collaboratively provide comprehensive occupational health nursing care, manage occupational health settings, critically reflect and address complex health problems within the ethical and legal framework of the occupational health nursing profession.

5.5.2. STRUCTURE OF POST GRADUATE DIPLOMA IN OCCUPATIONAL HEALTH NURSING

The following table provides an overview of the programme that will be facilitated over a period of (2) two years part-time

NOTE: The structure and modular content for the (1) year Full-time programme is the same, but differs for the duration of study (i.e. all modules will be facilitated over 1 year).

Name of Module	Module Code	Study Period	NQF Level	SAQA Credits	Compulsory
Occupational Health Nursing IA	TBA	I	8	4	Yes
Occupational Health Nursing IB	TBA	I	8	4	Yes
Nursing Research IA	TBA	I	8	4	Yes
Nursing Research IB	TBA	I	8	4	Yes
Clinical Nursing Practice : Occupational Health Nursing IA	TBA	I	8	16	Yes
Clinical Nursing Practice : Occupational Health Nursing IB	TBA	I	8	16	Yes
Occupational Health Nursing and the Law IA	TBA	I	8	4	Yes

Occupational Health Nursing and the Law IB	TBA	1	8	4	Yes
Occupational Health Nursing 2A	TBA	2	8	4	Yes
Occupational Health Nursing 2B	TBA	2	8	4	Yes
Clinical Nursing Practice : Occupational Health Nursing 2A	TBA	2	8	20	Yes
Clinical Nursing Practice : Occupational Health Nursing 2B	TBA	2	8	20	Yes
Contemporary Occupational Health Nursing IA	TBA	2	8	4	Yes
Contemporary Occupational Health Nursing IB	TBA	2	8	4	Yes
Principles of Nursing Management and Leadership IA	TBA	2	8	4	Yes
Principles of Nursing Management and Leadership IB	TBA	2	8	4	Yes

TOTAL CREDITS FOR PROGRAMME =120 credits

5.5.3 MODULE CONTENT AND ASSESSMENTS

Occupational Health Nursing I

The purpose of this module is to develop student competencies in the concepts related to Occupational Health which are not acquired in any other discipline of nursing and are fundamental to the practice of occupational health nurse practitioners.

Occupational health nursing is a specialised discipline of nursing where professional nurses practice in workplace settings and are tasked with the health and wellbeing of worker populations.

Module content

- Unit 1 : Overview of Occupational Health
- Unit 2: Occupational Health history
- Unit 3: Role of occupational health
- Unit 4 : Occupational health nursing services
- Unit 5: Occupational health nursing
- Unit 6: Occupational health nursing practitioner
- Unit 7: Occupational health team
- Unit 8: Workers and the workplace
- Unit 9: Occupational safety
- Unit 10 Occupational hygiene

Assessment

Theory: Tests 20%

Assignments and Tasks 30%

Summative Assessment 50%

Clinical: Case presentation 30%

Workbook and tasks 70%

Nursing Research

The purpose of this module is to prepare the student to identify, analyse and critically appraise research evidence to effectively manage complex occupational health clinical nursing problems. This module should allow the student to contribute to improving occupational health clinical nursing practice.

Module content

- Unit 1: Strategies to assess need for change in primary care nursing
- Unit 2: Link problem, interventions and outcomes
- Unit 3: Synthesis of best evidence

- Unit 4: Design practice change
- Unit 5: Strategies to implement and evaluate change in practice

Assessment

Theory: Tests 10%

Assignments and Tasks 10%

Clinical: Research Project 50%

Oral presentation 30%

Clinical Nursing Practice: Occupational Health Nursing I

The purpose of this module is to enable the student to be a professional who can carry out Health assessment, diagnosis and management of individuals and groups in the workplace in order to correctly diagnose and manage them within the ethical/legal framework of the profession.

Module content

- Unit 1: History Taking
- Unit 2: Physical examination and other investigations
- Unit 3: Diagnosis
- Unit 4: Preparation and execution management plans
- Unit 5: Factory visit report
- Unit 6: Medicine control in industry
- Unit 7: Hazard identification
- Unit 8: Health risk assessment
- Unit 9: Safety management
- Unit 10: Recordkeeping

Assessment

- Health assessment: Case Study and presentation: Competent
- Portfolio of evidence/Workbook: Complete
- Clinical / experiential Hours: Complete

Occupational Health Nursing and the Law

This module will allow the Occupational Health Nurse to practice and facilitates Occupational Health Nursing within ethical-legal parameters of the profession.

Module content

- Unit 1: Professional Practice
- Unit 2: Legislation applicable to Occupational Health

Assessment

Theory: Tests 20%

Assignments and Tasks 30%

Summative Assessment 50%

Occupational Health Nursing II

The purpose of this module is to prepare professional nurses to be able to independently and collaboratively provide comprehensive occupational health care, manage occupational health settings, critically reflect and address complex health problems within the ethical and legal framework of the occupational health nursing profession.

Module content

- Unit 1: Occupational Medicine
- Unit 2: Occupational diseases

- Unit 3: Vulnerable and special needs employees
- Unit 4: Chronic diseases and ill health in the workplace
- Unit 5: Health Education and Health Promotion in the Occupational Health Setting
- Unit 6: Psychological health and adjustment in the work context
- Unit 7: Management of specific problems in the workplace
- Unit 8: Medicines in the OH setting/ Travel medicine

Assessment

Theory: Tests 20%

Assignments and Tasks 30%

Summative Assessment 50%

Clinical: Case presentation and assessments: 30%

Workbook and tasks 70%

Clinical Nursing Practice: Occupational Health Nursing II

The purpose of this module is to enable the student to be a professional who can carry out Health assessment, diagnosis and management of individuals and groups in the workplace in order to correctly diagnose and manage them within the ethical/legal framework of the profession.

Module content

- Unit 1: History Taking
- Unit 2: Physical examination and other investigations
- Unit 3: Diagnosis
- Unit 4: Preparation and execution management plans
- Unit 5: Factory visit report
- Unit 6: Medicine control in industry
- Unit 7: Hazard identification
- Unit 8: Health risk assessment
- Unit 9: Safety management
- Unit 10: Recordkeeping

Assessment

- Health assessment: Case Study and presentation: Competent
- Portfolio of evidence/Workbook: Complete
- Clinical / experiential Hours: Complete

Contemporary Occupational Health Nursing

This purpose of this module is to inform and /or broaden the knowledge and understanding of students about current occupational health issues around the world, how occupational health practice is informed by global health trends and the role of interprofessional collaboration in the delivery of occupational health nursing services.

The changing profile of the global burden of disease, the South African burden of disease and the environmental issues which impact health are of concern to occupational health nurses in their delivery of occupational health services to worker populations

Module content

Unit 1: Contemporary issues

Unit 2: Professional practice

Unit 3: Quality improvement

Assessment

Theory: Tests 20%

Assignments and Tasks 30%

Summative Assessment 50%

Principles of Nursing Management and Leadership

The purpose of this module is to prepare the professional nurse to comprehensively manage health services within the ethical/legal framework of the nursing profession.

Module content

- Unit 1: Management of Health care organization
- Unit 2: Leadership in the Healthcare organization
- Unit 3: Strategic Management of Healthcare Organization
- Unit 4: Management Models
- Unit 5: Functional Management in a Healthcare organization
- Unit 6: Quality Improvement in Healthcare Organization

Assessment

Theory: Tests 20%

Assignments and Tasks 30%

Summative Assessment 50%

Clinical: Case presentation 20%

Workbook of tasks 70%

Log book 10%

5.6 POST GRADUATE DIPLOMA IN PRIMARY CARE NURSING

5.6.1 PURPOSE

On successful completion of this qualification, the student is eligible for registration with the relevant statutory body (currently the South African Nursing Council) as a Primary Care Nurse Specialist. The programme includes at level 8, the opportunity for students to acquire a coherent and critical understanding in Primary Health Care, Fundamentals of Primary Health Care and Professional Practice, Principles in Nursing Management and leadership and Nursing Research. In terms of the autonomy of learning, students will develop the capacity of reflective learning, independent learning for continuing academic/professional development and develop capacity to conduct research.

5.6.2 STRUCTURE OF POST GRADUATE DIPLOMA IN PRIMARY CARE NURSING

The following table provides an overview of the programme that will be facilitated over a period of (2) two years part-time

NOTE: The structure and modular content for the (1) year Full-time programme is the same, but differs for the duration of study (i.e. all modules will be facilitated over 1 year).

Name of Module	Module Code	NQF Level	Study Period	SAQA Credits	Compulsory
Principles of Nursing Management and Leadership IA	TBA	8	I	8	Yes
Principles of Nursing Management and Leadership IB	TBA	8	I	8	Yes
Primary Health Care IA	TBA	8	I	8	Yes
Primary Health Care IB	TBA	8	I	8	Yes
Clinical Practice I: Primary Health Care IA	TBA	8	I	12	Yes
Clinical Practice I: Primary Health Care IB	TBA	8	I	12	Yes

Pharmacology for Professional Nurses	TBA	8	I	12	Yes
Primary Health Care IIA	TBA	8	I	4	Yes
Primary Health Care IIB	TBA	8	I	8	Yes
Clinical Practice II: Primary Health Care IIA	TBA	8	I	12	Yes
Clinical Practice II: Primary Health Care IIB	TBA	8	I	12	Yes
Nursing Research IA	TBA	8	I	8	Yes
Nursing Research IB	TBA	8	I	8	Yes

5.6.3 MODULE CONTENT AND ASSESSMENTS

Principles of Nursing Management and Leadership

The purpose of this module is to prepare the professional nurse to comprehensively manage health services within the ethical/legal framework of the nursing profession.

Module content

- Unit 1: Management of Health care organization
- Unit 2: Leadership in the Healthcare organization
- Unit 3: Strategic Management of Healthcare Organization
- Unit 4: Management Models
- Unit 5: Functional Management in a Healthcare organization
- Unit 6: Quality Improvement in Healthcare Organization

Assessment

Theory: Tests 20%

Assignments and Tasks 30%

Summative Assessment 50%

Clinical: Case presentation 20%

Workbook of tasks 70%

Log book 10%

Primary Health Care I

The purpose of this qualification is to prepare a professional nurse to be able to provide preventive and promotive health as well as comprehensive health care for individual babies and children, families and communities within the ethical/legal framework of the profession.

Module content

Unit 1: Fundamentals of Primary Health Care and Professional Practice, Professional practice, Principles of professional practice, Ethical Practice, Ethical decision making/ethical principles and Code of Ethics and conduct: ICN.

Unit 2: Philosophy and Values in health care and Theories and models of health promotion.

Unit 3: Health promotion and disease prevention, Community assessment, diagnosis and interventions, Demography, Culture and Transcultural Nursing, Epidemiology and epidemiological research, Anti-social behaviour (intoxication, abuse of women and children) and HIV Management.

Unit 4: Health assessment, classification and management of childhood illnesses for neonates and children below 60 months.

Unit 5: Assessment, diagnosis and management of physical abnormality or illness for children above 60 months to 12 years old.

Assessment

- Tests 25%
- Assignments 25%

Clinical Practice I: Primary Health Care

The purpose of this module is to enable the student to be a professional who can carry out physical/clinical health assessments of individuals and groups in order to correctly diagnose and manage them within the ethical/legal framework of the profession.

Module content

- **Unit 1:** Family and Community assessment and intervention (Community Projects) (Family assessment).
- **Unit 2:** Clinical health assessment of neonates
- **Unit 3:** Clinical health assessment of children

Assessment:

- Health assessment Case /Osce: Competent
- Portfolio of evidence/Workbook: Complete
- Clinical Hours: Complete

Pharmacology for Professional Nurses

The purpose of this module is to provide the student with a basic knowledge in the principles of pharmacology and the pharmacological intervention of diseases, serves as an elementary and concise introduction to pharmacology and its application in the various systems of the body. The module is primarily designed to provide the student with sufficient information on the major drug classifications, therapeutic uses, significant adverse effects and pertinent drug interactions and identifies common drug prototypes for each group within a major classification.

Module content

This module is divided into 3 Units as follows:

- **Unit 1:** general aspects of drug therapy, pharmacokinetics, pharmacodynamics, administration of drugs to patients, adverse effects of drugs and autonomic, somatic and sensory nervous systems.
- **Unit 2:** includes antimicrobials and other anti-infective, drugs affecting the CNS, drugs affecting the CVS, haemopoetic drugs, analgesics and anti-inflammatories.
- **Unit 3:** includes hormones and hormone antagonists, antihistamines, respiratory drugs, GIT drugs, poisoning and emergency drug treatment.

Assessment

Each of the 3 units will be continuously assessed. A two-hour theory test at the end of each unit with each theory test will be equally weighted.

Primary Health Care II

The purpose of this module is to prepare a Professional Nurse to be an independent Primary Care Nurse Specialist who is able to provide preventive and promotive health care in a community setting to ensure total health of individuals, families and communities and to provide comprehensive health care in a community setting to patients with all types of illnesses and ailments, at the first level of nursing care that patients receive.

Module content

Adult health assessment, diagnosis and management:

- Unit 1:** History Taking.
- Unit 2:** Physical examination and other investigations.
- Unit 3:** Diagnosis
- Unit 4.** Preparation and execution management plans.

Assessment

- Tests 30%
- Assignment/ case studies 20%

- Summative assessment 50%

Clinical Practice II: Primary Health Care

The purpose of this module is to prepare a Professional Nurse to be an independent Primary Care Nurse Specialist who is able to provide comprehensive health care in a community setting to patients with all types of illnesses and ailments, at the first level of nursing care that patients receive.

Module content

- Adult health assessment, diagnosis and management.
- Presentation and management of common acute medical conditions.
- Presentation and management of common chronic medical conditions.

Assessment

- Adult health assessment Case /Osce: 100%
- Portfolio of evidence/Workbook: complete
- Clinical Hours: complete

Nursing Research

The purpose of this module is to prepare the professional nurse to be able to identify, analyse and critically appraise research evidence to effectively manage and deliver comprehensive primary health care services. This module should enable the student to contribute to improving primary care nursing practice.

Module content

- Unit 1: Strategies to assess need for change in primary care nursing
- Unit 2: Link problem, interventions and outcomes
- Unit 3: Synthesis of best evidence
- Unit 4: Design practice change
- Unit 5: Strategies to implement and evaluate change in practice

Assessment

Theory: Tests 10%

Assignments and Tasks 10%

Clinical: Research Project 50%

Oral presentation 30%

5.9 MASTER OF HEALTH SCIENCES IN NURSING (MHNRSI)

5.7.1 PROGRAMME INFORMATION

This programme is a full research Master Degree offered to nurses who want to get an advanced qualification in Nursing. The Masters allows the student to explore research opportunities in a specialised areas of Nursing Science and Nursing practice

This qualification is offered at the HEQSF Level 9. This is in accordance with Rule G24, G26 and the guidelines in the Postgraduate Student Handbook.

5.7.5 ASSESSMENT AND MODERATION

For more information regarding Application, Registration, Assessment and Moderation processes, related to Masters and Doctoral programmes and Research and Postgraduate Support, please access the **Postgraduate Student Guide 2022** <https://www.dut.ac.za/research/>

5.7.6 LEARNING PROGRAMME STRUCTURE

Code	Subject/Modules	Year of study	Assessment (CA/E)	Type	SAQA credits	Pre-requisites Subjects	Co- Requisites Subjects
HNRS1	Full dissertation	1 (full time) 2 (part time)	External examiners		180	None	None

5.7.7 PROGRAMME RULES

5.7.4.1 Minimum Admission Requirements

In addition to Rule G24 (1), candidates must be in possession of a Bachelor's degree in Nursing (NQF level 8) or a Bachelor of Technology (B Tech) in Nursing with conferment of status according to Rule GI OA. Candidates may also apply for admission through Recognition of Prior Learning (RPL) in accordance with Rule G7 and/or GI OB. Please also refer to the Postgraduate Student Guide

5.7.4.2 Selection Criteria

In accordance with Rule G5, acceptance into the programme is limited, and entry into the Master of Health Sciences in nursing programme is not automatic. To register for the Master of Health Sciences in Nursing, a student shall:

- Be registered with SANC as a general nurse;
- Be in possession of a senior certificate unless exempted by the mature age exemption; Submit and have a concept paper approved by the Department Research Committee and attend an interview.

• **Pass Requirements**

In addition to Rule G24, the following programme rule applies:

- Students are encouraged to apply themselves to their research, and
- Strive for the best academic results possible in order to adequately pre- pare themselves for their future careers.

5.7.2.3 Exclusion and Re-registration Rules

6 Exclusion: Rule G24 (1)(d); Rule G24 (2), and the Postgraduate Student Guide apply.

Re-registration: Rule G24 (2), Rule G26 (5) and the Postgraduate Student Guide apply.

5.7.2.3 Interruption of Studies

In addition to Rule G24 and the Postgraduate Student Guide the following programme rule will apply:

- Should a student interrupt their studies by more than three (3) years, the student will need to apply to the department for permission to re- register and will need to prove currency of appropriate knowledge prior to being given permission to continue with registration.

5.10 DOCTOR OF NURSING (DRNRS1)

5.8.1 PROGRAMME INFORMATION

This is a full-research thesis based qualification. In the thesis, students must provide proof of original and creative thinking, development work and problem-solving, and make a real contribution to the solving of a particular problem to which their research applies.

This programme will allow the candidates to apply critical analyses and problem solving technique in the investigation of health related problems through research which will contribute to the nursing body of knowledge. This qualification is offered at the HEQSF Level 10 and is aligned to Rule G25 and G26.

5.8.5 Assessment and Moderation

For more information regarding Application, Registration, Assessment and Moderation processes, related to Masters and Doctoral programmes and Research and Postgraduate Support, please access the **Postgraduate Student Guide 2020** <https://www.dut.ac.za/research/>

5.8.6 LEARNING PROGRAMME STRUCTURE

This programme is a full research option.

Code	Subject/ Modules	Year of study	Assessment Type (CA/E)	SAQA credits	Pre- requisites Subjects	Co- requisites Subjects
DRNRSI	Full thesis	2 (full time) 4 (part time)	External examiners	360	None	None

5.8.7 PROGRAMME RULES

5.8.7.1 Minimum Admission Requirements

- In addition to Rule G25 (I), candidates must be in possession of a Master's degree in Nursing (NOF level 9) or a Master of Technology (M Tech) in Nursing with conferment of status according to Rule G I O A.
- An equivalent and relevant NQF level 9 qualification will be considered ,provided the candidate is in possession of a Professional Nursing qualification endorsed by the South African Nursing Council (SANC)
- Candidates may also apply for admission through Recognition of Prior Learning (RPL) in accordance with Rule G7 and/or G I O B. Please also refer to the Postgraduate Student Guide.

5.8.7.2 Selection Criteria

The applicant should meet the following requirements.

- Registered with SANC as a general nurse;
- In possession of a senior certificate unless exempted by the mature age exemption;
- Submission and approval by the department, of a concept paper.

5.8.4.3 Pass Requirements

In addition to Rule G24, the following programme rule applies:

- Students are encouraged to apply themselves to their research, and
- Strive for the best academic results possible in order to adequately pre- pare themselves for their future careers.

5.8.4.4 Exclusion and Re-registration rules

Exclusion:

In accordance with Rules G25 (2)(b; c(ii)) in the General Student Handbook; and the Postgraduate Student Guide.

Re-registration:

In accordance with Rule G26 (5) and the Postgraduate Student Guide.

5.8.4.5 Interruption of Studies

In accordance with Rule G25 (2), the following programme rule applies:

- Should a student interrupt their studies by more than three (3) years:
- The student must apply to the department for permission to reregister
- The student must prove currency of appropriate knowledge prior to being given permission to

continue with registration. Please refer to the Postgraduate Student Guide.