

# **Handbook for Postgraduate Studies**

**2023**



**The School of Health  
Systems and Public Health**

# Table of Content

## Contents

Introduction	8
Chairperson's welcome message	9
Contact Information	10
Academic Staff	10
Support Staff	11
SHSPH Student Administration E-Mail Address	11
Postgraduate Studies in Public Health	12
Expectations of all Postgraduate Students of the SHSPH	13
Building Blocks of Learning – Course Modules	13
Postgraduate Study Programmes in Public Health	15
Postgraduate Diplomas in Public Health	16
Postgraduate Diploma in Tropical Medicine and Health (PGDTM&H)	17
Introduction	17
Outline of the PGDTM&H programme	17
Curriculum: PGDTM&H	18
Postgraduate Diploma in Public Health (PGDipPH)	19
Introduction	19
Outline of the PGDipPH programme	19
Curriculum: PGDipPH	19
Postgraduate Diploma in Health Systems Management – Executive Leadership (PGDHSM)	20
Introduction	20
Outline of the PGDHSM (Executive Leadership) programme	20
Postgraduate Diploma in Occupational Medicine and Health (PGDOMH)	22
Postgraduate Diploma in Occupational Health (PGDipOH)	22
Introduction	22
Outline of the PGDOMH / PGDipOH programmes	22
Accreditation	22
Assessment and examinations	22
Exam enrolment	24
Curriculum (PGDOMH)	25
Submission of topics	27
Submission of report	27
Health Risk Assessment	28

Literature Review	30
Types of literature reviews	30
Steps in the literature review process	31
The structure of a literature review	32
Strategic Plan	34
Policy Analysis and Proposal	35
Circumscribed Descriptive Study	36
Honours Degrees in Public Health	38
BSc (Hons) Epidemiology and Biostatistics	39
Requirements for admission	39
Curriculum: BSc (Hons) Epidemiology and Biostatistics	39
BSc (Hons) in Environmental and Occupational Health	40
Option 1: Occupational Hygiene	40
Option 2: Environmental Health – Not offered in 2023	40
Requirements for admission	40
Portfolio activities: Occupational hygiene option	41
Portfolio activities: Environmental Health option – not offered in 2023	41
Assessment and examinations	41
Assessment of modules	41
Final Examination	42
Exam enrolment	43
Curriculum: BSc (Hons) – Occupational Hygiene option	44
Curriculum: BSc (Hons) – Environmental Health option – not offered in 2023	44
Masters Degrees offered at SHSPH	46
Master of Public Health (MPH)	47
Overview	47
Specific goals of the MPH Programme	47
University-wide character of the MPH	47
MPH student profile	48
Educational approach in the MPH programme	49
Duration of the course	49
MPH Curriculum structure	51
Modules and credits	51
Prerequisites	51
Continuous support and continuous learning	52
MPH core modules	53
Recommended modules	53

MPH mini-dissertation	54
Individual studies as part of additional modules	54
Individual versus group research	55
Assessment and examinations	56
Assessment of modules	56
Evaluation of the mini-dissertation	57
List and description of MPH area of concentration	58
Introduction	58
Structure of the MPH degree programme	58
Area of concentration: Disease Control	59
Area of concentration: Environmental and Occupational Health	62
Area of concentration: Health Policy and Management	66
Area of concentration: Health Promotion	68
Master of Science (MSc) Programmes	69
MSc Epidemiology and Biostatistics	70
Public Health Epidemiology	72
Clinical Epidemiology and Evidence-Based Medicine	72
Field Epidemiology	73
Monitoring and Evaluation of Health Programmes	73
Occupational and Environmental Health Epidemiology	73
MSc in Public Health	74
Master of Medicine (MMed) Programme (Public Health Medicine)	75
Entry Requirements	75
Minimum admission requirements	75
Conditions for appointment	75
Period of training	75
Scope	75
Definitions	75
Aims and Objectives	75
Curriculum	76
Course structure	76
Programme content	76
Service learning	77
Research Reports	77
Assessments	78
Service learning	79
Rotational Attachments	79

Purpose	79
Sites	80
How attachments are organised	80
Supervision	80
Public Health Medicine Specialist Supervisor - Functions:	80
Leave arrangements	81
University fees	81
Conditions for writing FCPHM of the CMSA	81
Doctoral Degrees in Public Health Medicine	82
Introduction	83
Doctor of Philosophy (PhD) in Community Health	83
Getting admitted to the programme	84
Doctor of Medicine	84
Getting admitted to the programme	84
Doctoral Degrees in Public Health	85
Introduction	86
Getting admitted to the programme	87
Roles and responsibilities	91
Understanding your responsibilities as a student	91
Completing the TNM 802 module (if needed)	92
Doing an oral protocol defence	92
Registering your PhD project title and approving your promoter(s)	95
Getting Ethics Committee approval	96
Doing the research	96
Reviewing progress	97
Product	98
Writing up your research	98
Submitting the thesis for examination	98
Public presentation of thesis	99
Timelines	99
General Academic Information	100
Academic literacy and numeracy	101
Academic Literacy Assistance	101
Academic Numeracy Assistance	101
Module prerequisites	102
Module enrolment	102
Attendance of modules	102

Assignments	104
General guidelines for preparing written assignments	104
Assignment specifications	104
Using a research paper structure	105
Using a policy or management report structure	105
Plagiarism	108
Student / Supervisor Memorandum of Understanding (MOU)	111
Applied research methods (TNM 700 / TNM 802)	111
Procedure for writing up a research protocol	113
Faculty of Health Sciences Research Ethics Committee	113
Scientific writing (HMS 771 772 871 873)	114
Admission into HMS 873/772 (Scientific Writing)	114
Faculty Day	115
Dissertation and Thesis Specifications (Final Report)	115
General guidelines:	115
Specific guidelines	115
Format	116
Submission of the mini-dissertation/dissertation/thesis	119
Evaluation of the MPH mini-dissertation/ MSc and MMed dissertation/ PhD thesis	119
Guidelines on authorship	119
Intellectual property	120
Accreditation of modules	120
General Information	120
Procedure for accreditation or waiver of modules done elsewhere:	120
Deadline for applications for accreditations and waivers	121
Concurrent registration for two study programmes	121
Rules	121
Prescribed books	124
Committees of the SHSPH	129
RESCOM (Research Committee)	129
AAC (Academic Advisory Committee)	129
TLC (Teaching and Learning Committee; previously known as Academic Programme Committee or APC)	129
Faculty Re-admissions Committee	129
General Administrative Information	130
Cost of courses and financial support	131

Tuition fees	131
Invoice procedure	131
Financial support	131
Student support, facilities and services	132
Language editing and Transcription services	132
Student card	132
Learning resources	132
Making Use of Computers and the Internet	132
Developing your research skills	132
Department of Student Affairs at Hatfield Campus	133
Language/technical editors, translators, transcribers etc.	134
UP Policies	139

# **The University of Pretoria**

## **School of Health Systems and Public Health**

### **Introduction**



In 1998, the School of Health Systems and Public Health (SHSPH) was established by the University to enhance its ability to engage one of society's most valued goals: health. The SHSPH, now marking the 25<sup>th</sup> Anniversary of its existence, grew out of the Department of Community Health and was tasked with preventing disease, and promoting and restoring health.

The SHSPH is a multi-disciplinary School staffed by experts from a number of university faculties and from numerous outside institutions that have the promotion of public health as a core component. This blend of expertise and interests makes for an exciting postgraduate learning experience for the students who enrol with us.

We are confident that students will enjoy the programmes we offer and enrich their professional lives in the course of their learning. We encourage students to make the best use of the resources that the SHSPH has to offer and to view their postgraduate studies with us as an entry point into further exploration of health systems and public health at the University.

### **Vision**

*"To enrich lives and inspire public health excellence in Africa"*

### **Mission**

*"To promote health, health systems and public health through innovation in education, research, service development, consultancy and advocacy"*



## Chairperson's welcome message

Welcome to the School of Health Systems and Public Health (SHSPH) at the University of Pretoria – #TheAfricaGlobalUniversity. This is your school for enriching lives and inspiring Public Health excellence in Africa and by implication globally. The SHSPH encourages multi- and trans-disciplinary engagements in teaching, learning and research to bring hope of better health and protection for the poorest.

In addition to being in the final decade of the Sustainable Development Goals (SDGs) era, we are experiencing the COVID-19 pandemic, which has threatened sustaining progress made towards achieving the SDGs by 2030. The COVID-19 pandemic has highlighted the need to leverage on our disciplinary diversity in developing innovative solutions to existing and emerging public health challenges. The one health approach, we believe, would be one such solution to strengthening health systems resilience as we step into the future. The pandemic has also called for reimagining the model of public health education, research and practice as we prepare the next generation of public health leaders. There has never been a more exciting time to be involved in public health.

There is a sense of urgency as we sprint towards 2030. The World Health Organization (WHO) listed 13 urgent health challenges for the next decade. These are: Elevating health in the climate debate; Delivering health in conflict and crisis; Making health care fairer; Expanding access to medicines; Stopping infectious diseases; Preparing for epidemics [and pandemics]; Protecting people from dangerous products; Investing in the people who defend our health; Keeping adolescents safe; Earning public trust; Harnessing new technologies; Protecting the medicines that protect us; Keeping health care clean. This list sums up the principles of Universal Health Coverage (UHC), a Human Right entrenched in the WHO constitution of 1948.

For our South African students, the 2020s foresee the introduction of National Health Insurance, which marks the biggest changes to the health system since the removal of apartheid health care. It is the means to achieving universal access to quality health care for all our people, coupled with measures to reduce the heavy burden of disease and socio-economic disparities in health.

Together, we are united in our vision to inspire public health excellence in Africa by conducting game-changing research, deploying innovative teaching and learning approaches and service development, including consultancy and advocacy. Throughout our programme offerings, we prioritise enhancing student experience, whether online or on campus. Our school has a diverse portfolio of research strengths spanning the health professions education, behavioural, population and environmental sciences.

Come join us at the School as we commit to creating a healthier society.

Prof Lekan Ayo-Yusuf  
Chairperson

# Contact Information

## Academic Staff



Surname	First Name	Title	Position	E-mail
Ayo-Yusuf (Chairperson)	Lekan	Prof	Professor	lekan.ayo-yusuf@up.ac.za
Basu (HoD: PHM)	Debashis	Prof	Professor	debashis.basu@up.ac.za
Buch	Eric	Prof	Professor	eric.buch@up.ac.za
Chueu (PHM)	Molapane	Dr	Lecturer	molapane.chueu@up.ac.za
Claassen	Nico	Dr	Senior Lecturer	nico.claassen@up.ac.za
De Jager (Dean)	Tiaan	Prof	Professor	tiaan.dejager@up.ac.za
Harris	Bernice	Dr	Senior Lecturer	bernice.harris@up.ac.za
Kistan (PHM)	Jesne	Dr	Lecturer	jesne.kistan@up.ac.za
Kruger (UP ISMC)	Taneshka	Dr	Project Manager	taneshka.kruger@up.ac.za
Ledibane	Neo	Dr	Lecturer	neo.ledibane@up.ac.za
Letebele-Hartell (PHM)	Manei	Dr	Senior Lecturer	manei.Letebele@gauteng.gov.za
Magombo (PHM)	Mollen	Dr	Lecturer	mollen.magombo@up.ac.za
Masinga (PHM)	Ntsakisi	Dr	Senior Lecturer	Ntsakisi.masinga@up.ac.za
Moodley	Saiendhra	Dr	Senior Lecturer	saiendhra.moodley@up.ac.za
Moropeng	Lucky	Mr	Lecturer	lucky.moropeng@up.ac.za
Musekiwa	Alfred	Prof	Associate Professor	alfred.musekiwa@up.ac.za
Napoles	Lizeka	Mrs	Lecturer	lizeka.napoles@up.ac.za
Patrick	Sean	Dr	Senior Lecturer	sean.patrick@up.ac.za
Papadopoulos (PHM)	Athos	Dr	Senior Lecturer	athos.papadopoulos@up.ac.za
Roos	Heleen	Dr	Lecturer	heleen.roos@up.ac.za
Senkubuge (Deputy-Dean: SR)	Flavia	Prof	Associate Professor	flavia.senkubuge@up.ac.za
Shirinde	Joyce	Dr	Senior Lecturer	joyce.shirinde@up.ac.za

Thomas (PHM)	Leena	Prof	Adjunct Professor	leena.thomas@up.ac.za
Tshabalala (PHM)	Khanyisile	Dr	Lecturer	khanyisile.tshabalala@up.ac.za
Turner	Astrid	Dr	Senior Lecturer	astrid.turner@up.ac.za
Webb	Elize	Prof	Associate Professor	elize.webb@up.ac.za
Wichmann	Janine	Prof	Professor	janine.wichmann@up.ac.za
Wolvaardt	Liz	Prof	Associate Professor	liz.wolvaardt@up.ac.za
Zungu	Muzimkhulu	Prof	Adjunct Professor	muzimkhulu.zungu@up.ac.za

## ***Support Staff***



Surname	Name	Title	Position	E-mail
Eksteen	Tiaan	Mr	Resource Mobilisation Manager	tiaan.eksteen@up.ac.za
Grobler	Estelle	Mrs	Librarian	estelle.grobler@up.ac.za
Kilani	Hildah	Mrs	Departmental Administrator	hildah.kilani@up.ac.za
Modingoana	Kgomotso	Ms	Departmental Administrator	kgomotso.modingoana@up.ac.za
Molete-Mohapi	Moitheri	Ms	Departmental Administrator (Chairperson's office)	moitheri.molete-mohapi@up.ac.za
Mpati	Lesiba	Mr	Senior Administrative Assistant (Student administration)	lesiba.mpati@up.ac.za
Singo (PHM)	Andani	Mr	Departmental Administrator	andani.singo@up.ac.za

## ***SHSPH Student Administration E-Mail Address***

The following e-mail address are specifically for student administration

Student administration Application enquiries Submission of assignments Letters, etc.	<a href="mailto:lesiba.mpati@up.ac.za">lesiba.mpati@up.ac.za</a>
---	--

# **Postgraduate Studies in Public Health**

## **An Overview**



Students may enrol for postgraduate studies in the field of health systems and public health based on their previous training in health sciences, or in any other field relevant to health systems, public health and health care, or with relevant experience in the health field.

Those with previous learning in the health sciences are traditionally considered as health professionals in comparison to other professionals such as educators, who are often not considered part of the health professions. For the purposes of our definition of a health professional, we include this latter group. Any discipline that can be applied to the health field and is relevant to improving health is of interest to us. Examples of the type of previous training in this second group include: sociology, economics, engineering, veterinary science, environmental sciences, biology, nutrition, education and communication, law, medical technology, psychology, business administration, management and commercial sciences, accountancy, and chemistry, to name a few.

The essence of postgraduate training in public health is for students to obtain knowledge, skills, attitudes, and competencies that enable them to optimise the use of their expertise, gained through tertiary education and health sector experience, to the benefit of the complex and broad field of health systems and public health.

Both staff and students in the public health learning environment are mature and goal oriented, and come from a large variety of professional backgrounds. The postgraduate study programmes need to accommodate this to prevent unnecessary duplication of previous learning, and to increase the efficiency of learning by encouraging students to identify their own level, intensity, and direction of learning. In addition, most students occupy senior positions in the public or private health sector and thus do not have the option of taking time off for studies.

## ***Expectations of all Postgraduate Students of the SHSPH***

No matter the diversity of professional backgrounds of students of the SHSPH, or whether they are studying part time or full time, all students are expected to devote much of their ‘free’ time to reading academic reports and journal articles. Many assignments that form part of coursework (if the selected degree includes coursework) require students to read prescribed material on which to base their answers. Naturally, a research protocol and a research report require extensive reading that relates to the chosen research topic.

An attitude of “I’m going to read what I have to and no more” is incompatible with success in postgraduate studies. When students write they have to do so with an authority that might have little to do with their experience as public health practitioners or practitioners in any other health-related field. This is not to say that the knowledge and experience of working in the field is of little value – far from it. The point is that the learning that happens in a course presented by the SHSPH comes primarily from efforts made to gain in-depth knowledge through reading widely and critically.

## ***Building Blocks of Learning – Course Modules***

To meet the needs of postgraduate students who are part of the School, the programmes in health systems and public health offered are extensive and complex. The basic building block for learning is a “module”, which is a learning unit with its own objectives, learning opportunities and assessment. By grouping or linking modules, students can build substantial learning in many different directions, at different levels of intensity, and at a pace, that suits them.

All our graduate programmes start with a first common module that has four different codes and four different module requirements:

### **Learning in Public Health**

PHM 880 for MPH students;  
PHM 873 for MSc, MMed and PhD students;  
PHM 779 for BScHons Epidemiology and Biostatistics students; and  
PHM 773 for other BScHons students & postgraduate diploma students

Once it is understood that modules are the basic building blocks of graduate learning in public health, it becomes easier to understand our programmes and to identify which individual learning option is most appropriate for your career.

For calculation of credits for each module, the guidelines of the National Qualifications Framework (NQF) are used. This framework was established by the South African Qualifications Authority (SAQA) in 1995. As an example, the overall credit value of the MPH (in NQF units) is 200 credits at level 9 (post-primary degrees).

The NQF credit allocation is based on “notional hours”, i.e. the time an average student requires to master a subject. A module with a credit value of five units is based on approximately 50 hours of work, including course preparation and assessment.

Credits are allocated to a completed module and no partial accreditation is possible. The same applies to accreditation of modules previously studied. All components of a module must be completed to the satisfaction of the School before any credits can be given.

All Postgraduate Diploma and BSc (Hons) module codes start with a “7” and all masters’ codes start with an “8”.

Given the unique nature in which the programmes are presented, it is required of all students enrolled for any postgraduate programme within the School to spend at least one full calendar year within the programme before graduating. This however does not apply to a PhD where at least two years are required.

A graphic representation of all the graduate study programmes in health systems and public health is displayed on the next page.

## Postgraduate Study Programmes in Public Health



### Postgraduate Diplomas

Postgraduate Diploma in Tropical Medicine and Health (PGDTM&H) \*

Postgraduate Diploma in Public Health (PGDPH)  
Postgraduate Diploma in Health Systems

Management (Executive Leadership) (PGDHSM)

Postgraduate Diploma in Occupational Medicine and Health (PGDOMH) \*



### BSc (Hons) degrees

Hons degree (Environmental Health)

Hons degree (Occupational Hygiene)

Hons degree (Epidemiology & Biostatistics)



### Masters Degrees

Successful completion of modular course work in all Master's degrees is required. Further details are given later in this handbook. The SHSPH offers the following degrees:

**Master of Public Health (MPH):** Taught master's degree with a limited research component

**Magister Scientiae (MSc Epidemiology and Biostatistics)** mainly by research with a single research focus area in any ONE of the following:

Clinical Epidemiology and Evidence-Based Medicine  
Occupational and Environmental Health Epidemiology  
Field Epidemiology  
Monitoring and Evaluation; or  
Public Health Epidemiology

Magister Scientiae (**MSc Environmental Health**): By research only:

**Professional master's degree:**

**Master of Medicine (Public Health Medicine) \***



### Doctoral Degrees

The Philosophiae Doctor (PhD) is offered in the following specialisations:

Environmental Health;  
Epidemiology;  
Health Systems; or  
Public Health.

\* Medical professionals only

## Postgraduate Diplomas in Public Health



Postgraduate Diploma in Tropical Medicine and Health (PGDTM&H)

Postgraduate Diploma in Public Health (PGDPH)

Postgraduate Diploma in Health Systems Management (Executive Leadership)  
(PGDHSM)

Postgraduate Diploma in Occupational Medicine and Health (PGDOMH)



## ***Postgraduate Diploma in Tropical Medicine and Health (PGDTM&H)***

Programme Coordinator: Dr Bernice Harris ([bernice.harris@up.ac.za](mailto:bernice.harris@up.ac.za))

### **Introduction**

The Postgraduate Diploma in Tropical Medicine and Health (PGDTM&H) is aimed at medical and dental practitioners working, or intending to work, in the field of tropical health either in a hospital (curative) setting, or in preventative and disease control settings. The course focuses on communicable diseases and health in Africa.

Learning primarily takes place through student-conducted, written literature reviews of relevant, selected topics. These reviews are presented to the class for discussion. The seminar presentations count as "hand-in" examinations for the summative assessment of the course, and, as such, are externally adjudicated. They are augmented by practical work, and by field trips in some of the modules. Extensive use is made of international learning materials, hybrid learning and external guest lecturers, who are experts in their fields.

### **Outline of the PGDTM&H programme**

The Postgraduate Diploma is offered as a part-time course over a two-year period.

Within this period, students must complete eight modules over six contact weeks.

A research report of 30 credits will be completed in the second year. This report consists of a case series of a group of three patients with a specific infectious disease, or an infectious disease theme. The cases are selected and written up to illustrate an important clinical principle, or report on, or demonstrate a variation in presentations and/ or treatment responses etc. The series must "tell a story" and offer insight rather than merely recording the clinical details of the disease episodes (although such documentation is required as part of the report).

The Postgraduate Diploma will be worth a total of 120 credits.

## Curriculum: PGDTM&H

Code	Module Name	Credits
	<b>Fundamental</b>	
PHM 778	Learning in Public Health	5
	<b>Core</b>	
CDC 780	Seminars in tropical health 1 (Host)	10
CDC 778^	Seminars in tropical health 2 (Agent)	10
CDC 779^	Seminars in tropical health 3 (Environment)	10
CDC 777^	Principles of communicable disease control	10
CDS 775	Investigating outbreaks	10
CDS 771	Clinical tropical medicine	5
CDC 785	Case studies in tropical medicine and health	30
	Subtotal	90
CDC 786	Research report	30
CDC 784	Tropical health examination	0
	<b>Total credits required</b>	<b>120</b>

^ Please check timetable as module has prerequisites

\*See PGDTM&H study guide. Students must register for CDC 786 in their second year of study. This research project is externally examined.

## ***Postgraduate Diploma in Public Health (PGDipPH)***

Programme Coordinator: Prof Liz Wolvaardt ([liz.wolvaardt@up.ac.za](mailto:liz.wolvaardt@up.ac.za))

### **Introduction**

This postgraduate diploma is a fully online programme for professionals for whom the understanding of systems that determine and influence health, and through which health care is provided, is important. This postgraduate diploma provides an essential introduction to public health for professionals to enable them to understand the external environment in which they operate.

### **Outline of the PGDipPH programme**

The postgraduate diploma is offered as a fully online course over 18 months. Information and contact details for enquiries regarding this programme are available on this UPOne webpage:

<https://online.up.ac.za/online-postgraduate-diploma-in-public-health/>

### **Curriculum: PGDipPH**

Code	Module Name	Credits
<b>Fixed start (fundamental)</b>		
PHM 710	Learning in Public Health	10
<b>Modules</b>		
CDC 710	Principles of disease prevention and control	10
EHM 710	Introduction to environmental health	10
HCM 710	Principles of health policy and management	10
HME 710	Introduction to research methodology	10
HME 711	Epidemiology and Biostatistics I	15
HME 712	Epidemiology and Biostatistics II	15
SCM 710	Social determinants of health	10
	<b>Subtotal</b>	<b>90</b>
<b>Fixed end (capstone project)</b>		
AHM 710	Research protocol	30
	<b>Total credits required</b>	<b>120</b>

## ***Postgraduate Diploma in Health Systems Management – Executive Leadership (PGDHSM)***

Programme Coordinator: Prof Leena Thomas ([leena.thomas@up.ac.za](mailto:leena.thomas@up.ac.za))

### **Introduction**

The course is aimed particularly at health professionals in management positions in the public health service and those aspiring to be executive leaders. The course is referred to as the Albertina Sisulu Executive Leadership Programme in Health (ASELPH) which purpose is to strengthen health transformation in South Africa by building the skills, competencies and experiences of health leaders and managers.

ASELPH was initially developed through a partnership of the Universities of Pretoria and Fort Hare, TC Chan Harvard School of Public Health and South African Partners, in collaboration with the National and Provincial Departments of Health to build the capacity of national, provincial and district health leaders and primary health care and hospital management teams - those who drive health systems transformation and universal access to quality health care in South Africa. As of 2023, ASELPH will only be offered through the University of Pretoria.

ASELPH honours the life-long contributions of Albertina Sisulu, an educator, nurse, wife, mother, and highly respected leader in the anti-apartheid struggle, who dedicated her life to building the health and well-being of all South Africans. Participants who successfully complete the course have the honour of being Albertina Sisulu Executive Fellows.

Selection of public health sector employees into the programme requires the support of the national or provincial Head of Department of Health (DOH) through a joint ASELPH/DOH selection process. Other applicants may apply through normal channels for SHSPH postgraduate Diplomas.

### **Outline of the PGDHSM (Executive Leadership) programme**

Entry into the ASELPH programme requires a relevant B-degree (NQF level 7 or above) and health services management experience.

The research module completed by all participants of the course will be subjected to external examination.

## PGDHSM (Executive Leadership)

Code	Module Title	Credits
	<b>Fundamental</b>	
PHM 778	Learning in Public Health	5
	<b>Core</b>	
CCC 771	Complex problem-solving and negotiating, coherence and coordination	10
EOC 771	Ethics and Values in healthcare, organisational behaviour change and strategy in health	10
HPF 771	Health System and Transformation policy	10
HSR 771	(District) Health Systems (and Hospital) Re-engineering	10
LHE 771	Executive Leadership for Health	10
	<b>Subtotal</b>	<b>55</b>
<b>Options for additional modules:</b> Students must complete 35 additional credits.		
HRM 772	Strategic Human Resources and Management Performance	10
MEH 772	Health informatics, monitoring and evaluation	10
PPS 771	Policy Practice Seminar	5
QIM 772	Implementation of quality improvement modalities (strategies) in health system	10
SFM 771	Strategic Financial Management in Health	10
SMH 771	Strategic Marketing (and communication) in health	5
	<b>Minimum total additional credits required</b>	<b>35</b>
AHM 772*	Research Report	30
	<b>Total credits for PGDHSM (Executive Leadership)</b>	<b>120</b>

*\*Subject to external examination.*

## ***Postgraduate Diploma in Occupational Medicine and Health (PGDOMH)***

## ***Postgraduate Diploma in Occupational Health (PGDipOH)***

Programme Coordinators: Prof. Muzimkhulu Zungu/ Dr Nico Claassen

[muzimkhulu.zungu@up.ac.za](mailto:muzimkhulu.zungu@up.ac.za) / [nico.claassen@up.ac.za](mailto:nico.claassen@up.ac.za)

### **Introduction**

The course is aimed at professionals who wish to further their careers in occupational medicine and health. The Postgraduate Diploma in Occupational Medicine and Health (PGDOMH) is aimed at medical practitioners who wish to provide occupational medicine and health services as required by the Occupational Health and Safety Act as well as the Mine Health and Safety Act. The primary objective of the PGDOMH is therefore to provide candidates with a strong occupational medicine and health orientation. During this orientation, important public health principles are interwoven, focusing on assessing occupational health and hygiene problems and health risks, and providing clinical expertise. The course is aimed at clinicians who want to become leaders in the field of occupational medicine and health. The PGDOMH is strongly recommended for medical practitioners wishing to become registered Occupational Medical Practitioners (OMPs) or the PGDipOH to become registered Occupational Health Practitioners (OHPs).

### **Outline of the PGDOMH / PGDipOH programmes**

The courses are offered in a modular format on a part-time basis and must be completed in two years.

### **Accreditation**

The PGDOMH is accredited with the Health Professions Council of South Africa (HPCSA).

The PGDipOH is **not** accredited with the South African Nursing Council (SANC), thus we do not accept nurses intending to register and practice in South Africa.

### **Assessment and examinations**

#### *Assessment of modules*

Assessment is necessary to assess the extent to which a student has mastered a subject. Assessment is usually by means of written assignments, but other assessment methods are also used, including group work, peer review, oral presentations for the class, written papers or computer-based examinations. These

methods can be used on their own, or in combination with other forms of assessment. Assessment may be of an individual or group effort, depending on the brief provided by lecturers.

In all cases, students will know in advance what type of assessment will be used, and, in all cases, feedback will be provided to assist students to decide where they need to add to their learning.

Students are required to pass each module with at least 50%

If a student fails a module but obtains a mark of 40% to 49%, the assignment for that module must be repeated in the same academic year. The student must arrange for this repeat with the module presenter. If a student passes this re-assessment, a 50% mark will be given as an overall pass mark for that module.

If a student fails a module and obtains a mark of less than 40%, they must re-enrol for the entire module in the following year.

### Final Examinations

Other than summarising the total marks obtained for modules, the PGDOMH has an additional evaluation of its coursework. There is a comprehensive written examination at the end of each year of study. Students need to have successfully completed all their modules in order to qualify for the examination in the second year.

The first examination (Postgraduate Diploma in Occupational Health (Part 1): PHM 776) will be a three-hour exam that covers occupational hygiene and toxicology, environmental health, occupational health law and human resources and industrial sociology, i.e. all content covered in the first year of study including the clinical aspects.

The second examination (Postgraduate Diploma in Occupational Health (Part 2): PHM 777) will be a three-hour exam that covers occupational medicine and health, occupational health services, health promotion, and epidemiology, i.e. all content covered in the second year of study including all clinical aspects covered since your first year.

As with modules, each examination must be passed with at least 50%.

If a student obtains between 40% and 49% for a summative assessment examination they will be given the opportunity to a supplementary examination.

Both Part 1 and 2 supplementary examinations will be written examinations of no longer than 1.5 hours.

If a supplementary examination is passed, the student will be awarded a mark of 50% for the examination, irrespective of the mark obtained.

Students who qualify for a supplementary exam are given an opportunity for remediation before sitting for the exam. These students can request to peruse their examination scripts as arranged by the SHSPH and will have access to the memorandum.

If a student obtains less than 40% for either the Part 1 or Part 2 examination, or fails a supplementary examination, the student will be required to re-write the examination at the next available sitting (usually the following year). If the second attempt is unsuccessful, the student will no longer be permitted to continue with the PGDOMH programme.

In the case where a student misses a sitting of the Part 1 or Part 2 examination due to proven illness, the student will be permitted the option of a sick examination ("aegrotat") at the first available opportunity as arranged by student administration. Note: The necessary medical certificate needs to be submitted at student administration within 3 days following the scheduled examination date to qualify for the sick examination. This examination must be passed (50% or more) as there is no supplementary examination offered for an aegrotat examination.

Should a student fail the Part 1 exam twice with less than 40%, they will not be allowed to continue with the PGDOMH. Should a student fail the Part 2 exam twice with less than 40%, they will not be allowed to continue with the PGDOMH.

### Exam enrolment

Students are required to enrol for the exams at least a month before the exam date.

Students are required to register or add the module code: Postgraduate Diploma examination: Postgraduate Diploma in Occupational Medicine and Health (Part 1) (PHM 776), or Postgraduate Diploma examination: Postgraduate Diploma in Occupational Medicine and Health (Part 2) (PHM 777) on their UP Portal at least one month before the exam date.



## Curriculum (PGDOMH)

Code	Module Name	Credits
	<b>Year 1</b>	
PHM 778	Learning in Public health	5
EOH 776	Introduction to Occupational and Environmental health	10
HCL 772^	Occupational health law	10
SCM 773	Human Resources Management and Industrial Sociology	10
EHM 774^	Health Risk Assessment	10
OCM 774	Clinical skills in Occupational Medicine 1-4 (Part 1)	2.5
	<b>Year 2</b>	
HME 774	Epidemiology primer	10
OCM 772	Principles of Occupational Medicine	10
OHT 771	Principles of Occupational Hygiene and Toxicology	10
HCM 773^	Managing Occupational Health Services	10
OCM 774	Clinical skills in Occupational Medicine 5-8 (Part 2)	2.5
AOH 771	Research report/Project	30
PHM 776	Postgraduate Diploma examination: Postgraduate Diploma in Occupational Health (Part 1)	
PHM 777	Postgraduate Diploma examination: Postgraduate Diploma in Occupational Health (Part 2)	

*^ Please check timetable as module has prerequisites*

AOH 771: Students must submit their research topic before the end of the first year of study for approval. Registration for AOH 771 must take place during the second year of study.

Note: It is the responsibility of the student to make an appointment with the assigned supervisor within two weeks after receiving the appointment letter to agree on timelines to complete the research component.

PHM 776 and PHM 777 make up the summative assessment and are externally moderated. Students must register for both these course codes to write the examinations.

## Research project for Postgraduate Diploma students

To fulfil the requirements for the study programmes, students enrolled for Postgraduate Diplomas are required to do a research paper or project, to the value of 30 credits. It is compulsory that the research be in line with the main focus area of the Postgraduate Diploma.

As a student, you may choose between a number of options for the research report. A full study with an approved protocol and fieldwork and literature review is NOT a basic requirement. The table below outlines which research project options are suitable for each of the Postgraduate Diplomas.

POSTGRADUATE DIPLOMA	RESEARCH PROJECT OPTIONS	SPECIFICATIONS
PGDOMH	health risk assessment	Page 22
	literature review	Page 24
PGDHSM	literature review	Page 24
	strategic plan	Page 28
	policy analysis and proposal	Page 30
	circumscribed descriptive study	Page 31
PGDPH	literature review	Page 24
	strategic plan	Page 28
	policy analysis and proposal	Page 30
PGDTM&H	case series	Page 11

Generally, the topic will arise from an issue in your work situation, but this is not a requirement. Either way, all projects should conclude with recommendations to address the challenges / questions identified. The starting point for you is to think of possible option(s) and to make an appointment to see the Postgraduate Diploma Coordinator(s) to discuss it. This will help you to focus your topic and ensure a feasible and manageable choice. If you are aiming to finish the Postgraduate Diploma in one year (not an option for PGDipOH/PGDOMH); you should have determined your topic by July, and if over two years, by the beginning of the second year.

**Note:** The research component needs to be passed independently of other course work and, like any other module, should be enrolled for in the year in which students plan to start with the research project. In all instances, literature sources should be fully referenced according to the [Vancouver style](#).

## **Submission of topics**

The following diploma students are required to submit their topics to the Academic Programme Committee (APC) using the required form (available on the ClickUP):

- PGDOMH
- PGDPH
- PGDHSM

Topics are then discussed by the Academic Programme Committee for approval and allocation of supervisor. The topic will be refined in consultation with your supervisor. Students will be informed whether their topic has been approved via e-mail. Meeting dates of the Academic Programme Committee are available on ClickUp.

Students are also welcome to contact Mr Lesiba Mpati ([lesiba.mpati@up.ac.za](mailto:lesiba.mpati@up.ac.za)) for feedback.

## **Submission of report**

Please use the standard assignment front page and mark your assignment for the attention of your allocated supervisor, for administrative reasons. Please submit reports directly to Mr Lesiba Mpati at [lesiba.mpati@up.ac.za](mailto:lesiba.mpati@up.ac.za) who will prepare the required rubric for submission to the supervisors.

All reports must also be submitted via Turn-it-in on Click-UP.

**Due Date: 31 October of your final year at the latest**

## **Research project specifications for different research outcomes**

### **Health Risk Assessment**

Health Risk Assessment (HRA) is a scientific based procedure to calculate the health risks of identified environmental or occupational stressors or hazards. Stressors/hazards are categorised into the following classes, i.e. physical, chemical, biological, ergonomic and psychological stressors. For example, the associated risk from exposure to a chemical stressor/ hazard will depend on the toxic properties of the chemical as derived from epidemiological data, the time of exposure to the specific chemical and the consequence (health outcome). A single numerical value, or risk rating, can be calculated for each identified stressor/ hazard to ascertain potential health effects when a population is exposed. HRAs are therefore integral to the determination of adverse health effects environmental and occupational stressors/ hazards may have on specific populations. The basic goal for a quantitative HRA is to apply public or occupational health findings to the policy process. The obtained risk ratings need to play a central role in decision making at the individual and/ or societal levels. HRA is essential for the development of skills necessary to calculate associated health risks specific populations may be exposed too. This can be used in a decision process to prioritise risks with the aim to implement control procedures and to manage exposure levels of specific populations. The completion of an HRA should achieve the following objectives:

- A general comprehension of the concept of quantitative health risk assessment and its application to public or occupational health problems;
- A recognition of the value and limitations of quantitative risk assessment in policy making and the use of epidemiologic data in risk assessment;
- An understanding of the process of completing health risk assessments that synthesise evidence from scientific research on environmental health problems.

The generic structure of a HRA report includes sections for presenting background of the population or company of interest, methodology used to calculate the risks of the identified hazards, risk assessment results and categorisation thereof, essential scientific evidence with reference to the risks identified, e.g. a chemical contaminant or other stressor found in the environment or workplace and recommendations how to manage the identified risks. The length of the comprehensive HRA report depends greatly on the number of identified risks.

The following proposed structure need to be used for the AOH 771 report: Title page, Distribution list, Disclaimer, Executive Summary, Table of contents, List of abbreviations, Glossary, Purpose, Introduction, Method, Results, Discussion, Recommendations, References, Annexures with health risk assessment data per homogeneous exposure group and a summary of actions to be taken.

**The following rubric will be used to grade HRA reports.**

Students need to take note of the criteria listed for each objective.

Postgraduate Diploma students = Normal; M-students = Underlined

Objective/Criteria	Performance indicators			
	Not included/ incorrect information	Need improvement	Meet Expectations	Exceptional
General: Written in past tense, stylistic consistency, table of contents, list of abbreviations/acronyms/glossary and provision for official review or signing off page	0 <u>0</u>	1 <u>1</u>	3 <u>3</u>	5 <u>5</u>
Spelling	0 <u>0</u>	1 <u>1</u>	3 <u>3</u>	5 <u>5</u>
Grammar	0 <u>0</u>	1 <u>1</u>	3 <u>3</u>	5 <u>5</u>
Title page: Title, confidentiality statement, authors, date and address	0 <u>0</u>	1 <u>1</u>	3 <u>3</u>	5 <u>5</u>
Executive summary: Provide concise overview of survey, methods, results, conclusion and recommendations	0 <u>0</u>	6 <u>3</u>	12 <u>6</u>	20 <u>10</u>
Purpose statement: Clear and to the point	0 <u>0</u>	1 <u>1</u>	3 <u>3</u>	5 <u>5</u>
Introduction: Provide background summary on survey. Who participated? Date of survey.	0 <u>0</u>	1 <u>1</u>	3 <u>3</u>	5 <u>5</u>
Methodology: Description of approach and risk assessment model used.	0 <u>0</u>	1 <u>3</u>	3 <u>6</u>	5 <u>10</u>
Results :Summary of results in table or graphic format per stressor	0 <u>0</u>	1 <u>3</u>	3 <u>6</u>	5 <u>10</u>
Discussion: Discuss results and provide information on health effects of stressors detected during the survey	0 <u>0</u>	6 <u>3</u>	12 <u>6</u>	20 <u>10</u>
Recommendations: Realistic and achievable for areas surveyed	0 <u>0</u>	1 <u>3</u>	3 <u>6</u>	5 <u>10</u>
References: According to Vancouver format	0 <u>0</u>	1 <u>1</u>	3 <u>3</u>	5 <u>5</u>
Addendums/Appendices with raw data	0 <u>0</u>	1 <u>1</u>	3 <u>3</u>	5 <u>5</u>
Summary of recommendations captured in an action sheet	0 <u>0</u>	1 <u>3</u>	3 <u>6</u>	5 <u>10</u>

## Literature Review

The overall purpose of the literature review is for students to build their ability to identify and review the literature on a relevant subject, to write an incisive report and draw appropriate recommendations.

There are several excellent resources but a useful article to get you started is: [Cronin P, Ryan F, Coughlan M. Undertaking a literature review: a step-by-step approach. Br J Nurs. 2008 Jan 10-23;17\(1\):38-43. doi: 10.12968/bjon.2008.17.1.28059](#)

A useful document is: [Guidelines for writing a literature review](#) by Mongan-Rallis.

### Types of literature reviews

There are three distinctive types of literature reviews:

- **Traditional or narrative literature review**

This type summarizes and critiques a body of literature about a topic and draws conclusions. The purpose is to provide a comprehensive background for understanding current knowledge and often provides the rationale for new research (i.e. there is a gap in knowledge). For this reason, it is essential that the review is based on a focused research topic/question.

This type of review is useful to collect literature, summarise and synthesise literature, however, the criteria for selecting specific sources are not always apparent to the reader. (See the above paper by Cronin et al. for more detail).

- **Systematic literature review**

Systematic reviews use a more rigorous and well-defined approach to reviewing the literature. The purpose is to conduct a comprehensive and complete review of all the published and unpublished studies relating to the topic/question. The criteria for selecting the literature is clear and includes explanation of the timeframe and the methods such as search engines, search terms, inclusion and exclusion criteria etc. (See the above paper by Cronon et al. for detail).

- **Meta-synthesis**

Not suitable for a postgraduate diploma project, but if you are interested, see the paper by Ryan et al. for detail.

The difference between a traditional or narrative literature review and a structured literature review is summarised well by Kysh: 'What's in a name: the difference between a systematic literature review and a literature review and why it matters'.

## **Steps in the literature review process**

See the paper by Cronin et al. for detail but in short, they are:

### **1. Selecting a review topic**

SHSPH tip: after your first attempt at identifying a topic, you must meet with your allocated supervisor to refine and narrow the topic.

### **2. Searching the literature**

SHSPH tip: we have a dedicated information specialist at the library to help you with your search. Contact her (estelle.grobler@up.ac.za) and get her involved early in the process. Although it is impossible to give an exact number of references that is suitable for all topics, one would anticipate about 30 to 40 articles. Use Medline, Science Direct or Scopus or any other recognised database as your primary search engine (not Google or Wikipedia). It is useful to define your primary research question using the memory jogger “PECO” and use these words in your search strategy. PECO stands for:

- Population (person, place, time).
- Exposures / Interventions
- Control/Comparison (if applicable).
- Outcomes assessed.

### **3. Analysing and synthesising the literature**

SHSPH tip: After thinking about your subject and reading a few key articles, prepare a draft structure for your report. Then note which articles need to be linked to which sections and the key points of each article. Some articles may make one specific point, while others may need to be drawn on many times. If the article is not relevant, discard it even if you have had to work hard to get it. When reading and reviewing the literature keep a list of recommendations that you want to make. This will assist you when finalising your review.

### **4. Writing the review**

SHSPH tips: work with your supervisor to identify your target journal. Do this early in the process as each journal has its own requirements with regard to the word count, font style etc.? If you do this from the start you will save yourself time later. Remember you should not just be reporting the literature. Make an effort to evaluate, analyse / interpret the literature. Decide on a story line (headings) for the main body of your review e.g.

- 1) Epidemiology of ....
- 2) Major causes of .....
- 3) Pathophysiology of ...

Do not copy and paste – make sure you are aware of all the rules concerning plagiarism. Reference correctly (easiest is to use the > References > Insert Endnote and > Cross – reference, options in Word. See rules for [Vancouver](#) referencing on the [Library webpage](#).

**Do not forget that the module Scientific Writing is there to help you refine and polish the final product.**

### **The structure of a literature review**

Your target journal might have clear guidelines for this, but if not, here are some things to include (see the paper by Cronin et al. for detail):

- Title: 15 words or less
- Structured abstract
- 5-6 key words
- Introduction (that includes the topic/research question)
- Main body
- Conclusion (that answers the research question)
- References

### **A few hints for literature reviews**

- It is easy to lose track of your articles. Prepare an indexing system, either numerical or alphabetical, and file your articles according to this system.
- There are two good ways to get references other than literature searches. If you have found a very apt reference, many references in the bibliography may be useful for you. Another route is to identify experts in the field, such as WHO staff in the field you are exploring. They will often be aware of monographs, policy documents, etc. that would be extremely difficult to find otherwise. Get their e-mail addresses and write to them.
- Note: Please also read the section on [Scientific Writing](#) in this PG Book.



### Example of a marking rubric for a literature review

Level Descriptor	4 Outstanding	3 Achieved	2 Partially achieved	1 Not achieved	Weight	Mark
<b>Word count indicated</b> (depends on journal)	Indicated and adhered to (5)	Either not Indicated or not adhered to (3)	Neither indicated nor adhered to (0)		5	
<b>Abstract</b>	A scholarly abstract that is concise and within word count limits (8-10)	A generally good abstract that is concise and within word count limits (6-7.5)	A summary is provided but is not a suitable format or content for an abstract (5)	Not included (0)	10	
<b>Key words</b>	Standard search terms are used as key words (5)			No key words (0)	5	
<b>Introduction</b> Purpose Search & selection strategy Keywords Search databases Inclusion/exclusion criteria	A scholarly description: all the required elements (8-10)	A good description: majority of the required elements (6-7.5)	A patchy description: less than half of the required elements (5)	A poor description: few or none of the required elements are included (0-4.5)	10	
<b>Main body</b> Logical flow Academic style Synthesis versus summary Clear concise language	Scholarly work that is characterised by clear discussion and synthesis that flows logically (16-20)	Good work that is characterised by generally clear discussion, synthesis and logical flow (12-15)	Patchy work that is not a synthesis and / or logical (10)	Poor work that does not allow the reader to understand the subject matter. Severe problems into logic & clarity (0-9.5)	20	
<b>Conclusion</b> Concise summary that has a clear conclusion	Satisfying, clear and concise end to the review and answers the purpose (8-10)	Summary includes the most important points (6-7.5)	Summary does not cover the most important points (1-5)	No summary (0)	10	
<b>Professional technical appearance</b> Professional/ neat Std spacing Page numbers Consistent use of font style and size etc. Spelling	The assignment is neat and structured. Information on which journal will be used is indicated (8-10)	The assignment is neat and structured. Not clear for which journal the review is written) (6-7.5)	The assignment is neat and structured but some elements are weak (e.g. spelling errors) (5)	The technical appearance makes understanding difficult. (0-4.5)	10	
<b>References</b> In text In list Quality and variety	Broad range (15-20) of academic sources In text refs correct Ref list faultless (30)	Good range (10-14) of academic sources In text refs correct Ref list faultless (25)	Limited range (6-10) of academic sources In text refs correct Ref list faultless (15)	Below SHSPH standard of 6 academic sources In text refs and/or ref list faulty (5)	30	
					100	

## Strategic Plan

The overall purpose of the strategic plan is for students to build their ability to prepare a well-written, crisp, strategic plan for a field of health management.

For the purposes of the Postgraduate Diploma, you should control the scale of the strategic plan. Certainly, you are not required to hold team strategic planning meetings, nor to overdo original data collection that you might wish to have had to back up your plan. However, you will be required to draw on some reference material.

There are many approaches to preparing and writing up a strategic plan. The following is a guideline that should be adapted to the needs of your topic.

### Introduction

- Explain what you are doing and why (context);
- State your objective, including the time frame that the plan covers; and
- List the structure of the plan.

### Background

Provide sufficient background on the subject of your plan so that someone who does not know your situation can get a picture of the situation.

### Mission, vision, values

- Mission (What you are there for);
- Vision (What will the situation be like in x years' time if the plan is successful?);
- Values (What values do, or would you like to, underpin the service you are aiming to improve?).

### Broad aim

Outline in broad terms what you would define as "success" in x years' time, i.e. clarify the aim broadly in qualitative and quantitative terms. (Some authors only recommend this is done after the internal and external environment analysis. However, this tends to result in the "SWOT" analysis being loose and unfocused.)

### The internal and external environment

Not in a general manner, but in terms of what will help you achieve your mission, vision, values and target, outline the strengths within your organisation and the opportunities external to it. Likewise, identify the weaknesses and threats that will hinder you from maintaining your strengths and using the opportunities.

### Major changes

Specify the major changes that you envisage are required to achieve your broad aim.

### Goals and targets

Set down your goals and targets, taking cognisance of:

- Your broad aim;
- Your mission, vision, and values;
- What you can gain from your strengths and learn from your weaknesses and major changes; and
- Your ideas for meeting your opportunities and overcoming your threats.

### Tactics for effectiveness

You may well have covered this in your section on goals and targets, but, quite often, strategic plans do not address the “soft” issues that are critical to success, e.g., building a team or adopting a new management style. You may want to include these as additional goals and targets or include them in a separate section.

### First-year implementation plan

Prepare an action plan for the first year of implementation of the plan, including how much you expect to achieve in terms of each target and tactic for effectiveness and who will do what, how and when. This plan should be at the detailed level to help direct your work.

### Driving, monitoring and evaluating

Explain who will drive the implementation of the plan overall and how you will monitor your progress.

Implicit in the outline provided is a message that this is an iterative process. As you develop one section, you may find you need to make changes to an earlier one, or even that you have to merge sections.

## **Policy Analysis and Proposal**

The overall purpose of the policy proposal is for students to build their ability to undertake a policy analysis and prepare a health or health system policy proposal.

Prepare a report that goes through all the steps in the policy process (analogous to the planning cycle), leading to a clear statement of intent to achieve a societal goal.

### Agenda for the policy

What is the issue for which a policy is to be developed? Why is it important to develop this policy? What is the gap in the current situation?

#### Formulation of the policy

This should explain the policy options, and their advantages and disadvantages, and should analyse them. It should frame the chosen policy and then provide further detail about it.

#### Adoption of the policy

This should indicate the process by which the policy will be adopted. It should further indicate what education; information and lobbying will be undertaken, as well as the targets (including public opinion) and the methods that will be used.

#### Implementation of the policy

The broad framework of an approach to implementing the policy that ensures that it is successfully implemented should be provided. In policy proposals one does not present either a detailed strategic or operational plan. However, the reader should receive enough information to feel confident that the implementation process will be successful.

#### Evaluation of the policy

This should outline how you envisage that the success or otherwise of the policy and its implementation should be monitored and evaluated, bearing in mind that the costs of evaluation should not be excessive. You should include indicators to be used.

### **Circumscribed Descriptive Study**

The obstacle facing students choosing this option is that we do not include basic research methods in our postgraduate diploma courses.

However, if the study is kept tight and simple (but in a manner that still produces valuable information), or if a student already has some background in research, or if they are willing to do an additional research methods module, then this is still an attainable option.

If you choose to do a study, then the final structure of the report should follow the general guidelines described for dissertations in this document.

You will also need to prepare a research protocol that has been approved by the Faculty of Health Sciences Ethics Committee prior to implementation if you do not already have ethical approval. A template for a research protocol is available from the SHSPH website.

## Honours Degrees in Public Health



### Bachelor of Science (BSc Hons)

- BSc (Hons) with specialisation in Epidemiology and Biostatistics
- BSc (Hons) with specialisation in Environmental Health
- BSc (Hons) with specialisation in Occupational Hygiene

## ***BSc (Hons) Epidemiology and Biostatistics***

Programme Coordinator: Prof Alfred Musekiwa ([alfred.musekiwa@up.ac.za](mailto:alfred.musekiwa@up.ac.za))

This Honours programme offers an opportunity to learn epidemiology and biostatistics, as well as research methods, up to an intermediate level. Such learning will equip the student well for a career in quantitative health-related research. The curriculum is arranged so that the learning can be completed within one calendar year. Up to two years may be taken to complete the degree with the approval of the Dean. Students who achieve an aggregate average mark of 60% or higher for their modules and examinations will be welcome to apply to study further in the (mainly research-based) MSc Epidemiology and Biostatistics degree, wherein there are several sub-options available.

### **Requirements for admission**

A candidate must hold a bachelor's degree deemed acceptable by the Head of Department for the proposed field of study. Evidence of numeracy competence and workplace relevance are especially weighted in the selection process.

### **Curriculum: BSc (Hons) Epidemiology and Biostatistics**

Code	Module Name	Credits
<b>PART 1</b>		
PHM 779	Learning in public health 779*	10
HME 751	Epidemiology 1 751	15
BOS 751	Biostatistics 1 751	15
EPM 700	Conducting surveys 700	10
HME 753	Part 1 Integrated assignment 753	5
PHM 751	Part 1 Epidemiology and Biostatistics Examination 751	0
<b>PART 2</b>		
TNM 700	Applied research methodology 700	0
BOS 752	Biostatistics 2 752	15
HME 752	Epidemiology 2 752	15
HME 754	Part 2 Integrated assignment 754	5
PHM 752	Part 2 Epidemiology and Biostatistics Examination 752	0
<b>PART 3</b>		
HME 750	Epidemiology and Biostatistics Protocol 750	30
<b>Total</b>		<b>120</b>

\*this module includes a one week attendance and additional on-line learning on an introduction to Stata statistical software and an introduction to EpiData software.

The programme takes a minimum of one year to complete.

## ***BSc (Hons) in Environmental and Occupational Health***

### **Option 1: Occupational Hygiene**

### **Option 2: Environmental Health – Not offered in 2023**

Programme Coordinator: Dr Nico Claassen ([nico.claassen@up.ac.za](mailto:nico.claassen@up.ac.za))

This Honours programme is a postgraduate programme in quantitative occupational hygiene evaluation techniques and environmental impact assessment and auditing techniques (determined by chosen option) presented by the SHSPH and the Department Geography at the University of Pretoria. Teaching and supervision responsibilities are shared between the SHSPH and Department Geography with environmental impact assessment and auditing oriented courses and research projects.

Students enrolled for the BSc (Hons) in Environmental and Occupational Health - Occupational Hygiene and BSc (Hons) in Environmental and Occupational Health - Environmental Health options will attend selected contact sessions with the students enrolled for the postgraduate PGDOMH. This will create opportunities for the different specialisation groups responsible for managing occupational hygiene and health in industry to interact, share ideas and learn to co-operate to solve occupational hygiene and health related challenges in the industry.

The course is structured to enable students to specialise in either occupational hygiene or environmental health. Students interested in environmental health will have the opportunity to select modules presented through Geography to understand environmental legislative requirements, environmental impact assessments, environmental auditing and the factors that play a role in global environmental change. Students interested in occupational hygiene will gain in-depth knowledge in the theory of occupational hygiene evaluation techniques as well as practical experience in terms of data sampling, analysis and reporting of results. Students following the occupational hygiene option will also be granted the opportunity to attend and write the Legal Knowledge certificate course presented through Enterprises UP.

The Honours programme is a one-year full-time programme. Students with a three-year BSc degree can apply for admission and should be able to complete their Honours study in one academic year on a full-time basis. (In exceptional cases, BSc Hons Occupational Hygiene students may apply through the Dean to complete the programme over a two-year period if full-time employed.)

### **Requirements for admission**

A candidate must hold a bachelor's degree deemed acceptable by the head of department for the proposed field of study. Registration as Occupational Hygiene Assistant at the Southern African Institute of Occupational Hygiene (SAIOH), is strongly recommended to utilise experiential learning opportunities offered by occupational hygiene consultants during the year of study.



Applicants not registered as Occupational Hygiene Assistants at SAIOH will be required to write the required examination before the end of the academic year to register as an Occupational Hygiene Assistant at SAIOH. Students not registered need to make arrangements with SAIOH to write the assistant examination before the end of the academic year.

### **Portfolio activities: Occupational hygiene option**

- Proven competency to operate the following occupational hygiene measuring devices: Lux meter, Sound level meter with frequency analyser, Dosimeter, Micro- and semi-micro balances, Constant flow personal sampling pumps with specialised sampling heads, Dräger pump, WBGT heat stress monitor, Whirling hygrometer, Wet-kata thermometer, Whole body and hand-arm vibration monitoring devices, hot wire anemometer and Pitot tubes
- Registration as Occupational Hygiene Assistant at the Southern African Institute of Occupational Hygiene (SAIOH)
- A valid South African driver's licence

### **Portfolio activities: Environmental Health option – not offered in 2023**

The students choosing this option will gain knowledge and experience in the field of endocrine disrupting chemicals (EDCs).

They will be expected to master the following techniques:

- Specialised preparation procedures for EDC tests for example glassware preparation, sample collection and preparation etc.
- Proven competency to perform a solid phase extraction procedure as required for the bioassays.
- Proven competency to perform and interpret the yeast oestrogen screen (cell culture techniques).
- Proven competency in the practical application of these methods in a small project.

### **Assessment and examinations**

#### Assessment of modules

Assessment is necessary to assess the extent to which a student has mastered a subject. Assessment is usually by means of written assignments, but other assessment methods are also used, including group marks, peer review, oral presentations for the class, written papers or computer-based examinations. These methods can be used on their own, or in combination with other forms of assessment. Assessment may be of an individual or group effort, depending on the brief provided by lecturers.

In all cases, students will know in advance what type of assessment will be used, and, in all cases, feedback will be provided to assist students to attend to theoretical or practical aspect where knowledge gaps may exist.

Students are required to pass each module with at least 50%

If a student fails a module but obtains a mark of 40% to 49%, the assignment for that module must be repeated in the same academic year. The student must arrange for this repeat with the module presenter. If a student passes this re-assessment, a 50% mark will be given as an overall pass mark for that module.

If a student fails a module and obtains a mark of less than 40%, they must re-enrol for the entire module in the following year.

### Final Examination

This is a comprehensive written examination at the end of the academic year during the November examination period. Students need to have successfully completed all their modules in order to qualify for the examination.

The examination (EOH 773 and EOH 774) is a three-hour exam that covers occupational hygiene and toxicology, environmental health and occupational health law.

As with modules, each examination must be passed with at least 50%.

If a student obtains between 40% and 49% for the summative assessment examination they will be given the opportunity to write the supplementary examination on the date as published by student administration.

If a supplementary examination is passed, the student will be awarded a mark of 50% for the examination, irrespective of the mark obtained.

Students who qualify for a supplementary examination will be given an opportunity for remediation before the examination. These students as well as the students that pass their examination, can request to peruse their examination scripts as arranged by the SHSPH and will have access to the memorandum.

If a student obtains less than 40% for the final summative examination, or fails the supplementary examination, the student will be required to re-write the examination at the next available sitting (usually at the end of the next academic year). If the second attempt is unsuccessful, the student will no longer be permitted to continue with the programme.

In the case where a student could not attempt any module assessment and/ or the summative examination due to proven illness, the student will be permitted the option of a sick assessment/ examination (“aegrotat”) at the first available opportunity as arranged by the lecturer involved or student administration. **Note:** The necessary medical certificate needs to be submitted using the UP-student portal within 3 days following the scheduled assessment/ examination date to qualify for an opportunity to submit the assessment or sick examination. The sick examination is the only opportunity and must be passed (50% or more) as there is no supplementary examination offered for an aegrotat examination.

### Exam enrolment

Students are required to enrol for the exams at least a month before the exam date.

Students are required to register or add the module code: Summative assessment (EOH 773 or EOH 774) on their UP Portal at least one month before the exam date.

The SHSPH examination enrolment form can also be downloaded from ClickUp.

### Curriculum: BSc (Hons) – Occupational Hygiene option

Code	Module Name	Credits
PHM 773	Learning in Public Health	5
EHM 772	Basis of Environmental Health	5
EHM 773	Health Risk Assessment	10
EOH 775	Introduction to occupational and Environmental health	10
EOH 771	Environmental and Occupational Hygiene measuring techniques	20
EOH 772	Legal knowledge in OHS and MHS Acts	10
HCL 772	Occupational Health Law	10
HCM 775	Managing Occupational Health Services	10
OHT 772	Principles of Occupational Hygiene and Toxicology	10
TNM 700	Applied Research Methodology	0
AOH 772	Research project	30
EOH 773	Summative assessment	0
<b>Total</b>		<b>120</b>

### Curriculum: BSc (Hons) – Environmental Health option – not offered in 2023

Code	Module Name	Credits
PHM 773	Learning in Public Health	5
EHM 772	Basis of Environmental Health	5
EHM 773	Health Risk Assessment	10
ENV 785	Environmental impact assessment and auditing 785	15
EOH 775	Introduction to occupational and Environmental health	10
GGY 789	Environmental change 789	15
HCL 772	Occupational Health Law	10
HCM 775	Managing Occupational Health Services	10
OHT 772	Principles of Occupational Hygiene and Toxicology	10
TNM 700	Applied Research Methodology	0
AOH 772	Research project	30

EOH 774	Environmental health examination	0
<b>Total</b>		<b>120</b>

## Masters Degrees offered at SHSPH



Master of Public Health (MPH)

Master of Science (MSc) Epidemiology and Biostatistics

Master of Science (MSc) Environmental health

Master of Science (MSc) Public Health (Temporarily suspended; awaiting restructuring)

Master of Medicine (MMed) Public Health Medicine

Master of Medicine (MMed) Occupational Medicine

## ***Master of Public Health (MPH)***

### **Overview**

The Master of Public Health (MPH) programme prepares professionals for leadership roles in the management, improvement and evaluation of health, health interventions, and the health care system. It is a degree with international recognition even though MPH degree programmes around the world vary widely in terms of intensity, scope and depth. It is primarily a practice-oriented rather than a research degree.

Note that the term **Public Health** refers to the health of entire populations and is not limited to public sector health. Students from both public and private health sectors find that the MPH degree programme provides them with essential learning and competencies that assist them in their work and careers.

The MPH programme enables students to acquire a solid understanding of the many facets of health and health care. It also exposes the students to the many disciplines involved. At the end of this programme, students will have acquired an understanding of the entire field of health systems and public health. All graduate courses and modules are presented in English.

This basic core learning takes place while completing the Postgraduate Diploma in Public Health (PGDipPH). If an applicant has completed equivalent courses, with an aggregate mark of 60%, then the applicant may apply for admission to the MPH program directly, without having to complete the PGDipPH first.

### **Specific goals of the MPH Programme**

The MPH programme has been designed to create a learning environment in which students can acquire knowledge, competencies and attitudes to optimise health and health care. Students can specifically attain or acquire:

- Comprehensive understanding of health; the health care system; health problems; the social, economic, and political context of health; and of measures that can be taken to address problems and to promote, restore, and optimise health;
- Growth into leadership positions in public health, locally and internationally; and
- A bias towards promoting equity in health.

### **University-wide character of the MPH**

The MPH degree course is a multi-faculty, university-wide degree course. All interested disciplines can offer modules that are relevant to a practitioner in the field of health systems and public health. The responsibility for coordination and quality control of the MPH degree rests with the SHSPH. The Academic Programme

Committee (APC) overseeing the programme is structured to include staff of all participating faculties and departments.

### **MPH student profile**

MPH students come from many different backgrounds. What these students have in common is that their work or career has, or will have, an impact on the health of people and on the health care system under which they work. Everyone will have a primary graduate qualification, and will have discovered that there is more to health than individual practice alone, be it in medicine, nursing, engineering, law, economics, sociology, theology or in any other professional practice.

Previous professional education, therefore, does not have to be a traditional health qualification. Previous education is only relevant in that it will give students a particular expertise which, coupled with the expertise gained in the MPH programme, will increase their ability to identify, solve, manage, and evaluate health and health system problems.

For example, an economist will find the MPH useful in enabling them to become a better health economist. A lawyer will, after completing the MPH, better understand the interaction between law and health (or law and medicine).

For medical doctors and nurses, the MPH opens the health world: it provides the context in which individual patient care takes place. Many MPH graduates will turn their focus to populations rather than individuals, but even those continuing with individual care will have become better health care providers and will derive greater satisfaction from their practice.

In short, the different types of students who enrol for the MPH programme include:

- Mid-level managers in public or private health sectors, seeking to enhance their effectiveness;
- Those with extensive experience in the health field, preparing for advancement to mid- or senior-level management positions;
- Staff interested in an academic or research career in the field of public health;
- Professionals outside the traditional health sector who find that their work is increasingly influencing health or health services, including economists, engineers, communication experts, educationalists, social scientists, agriculture and rural or urban development professionals, information technology experts, environmental scientists, and many other professionals who find that their primary professional education is increasingly insufficient in dealing with the health impact of their professional activities.



## **Educational approach in the MPH programme**

The MPH programme creates a learning environment for students, not a teaching format for the School. Although there are lectures and other teaching sessions, the emphasis is on students' defining of what they need to learn and their use of the MPH programme to achieve that. Students are therefore the most important role players, and those who do not actively participate in identifying the modules that are required will not benefit as much as they can from this programme.

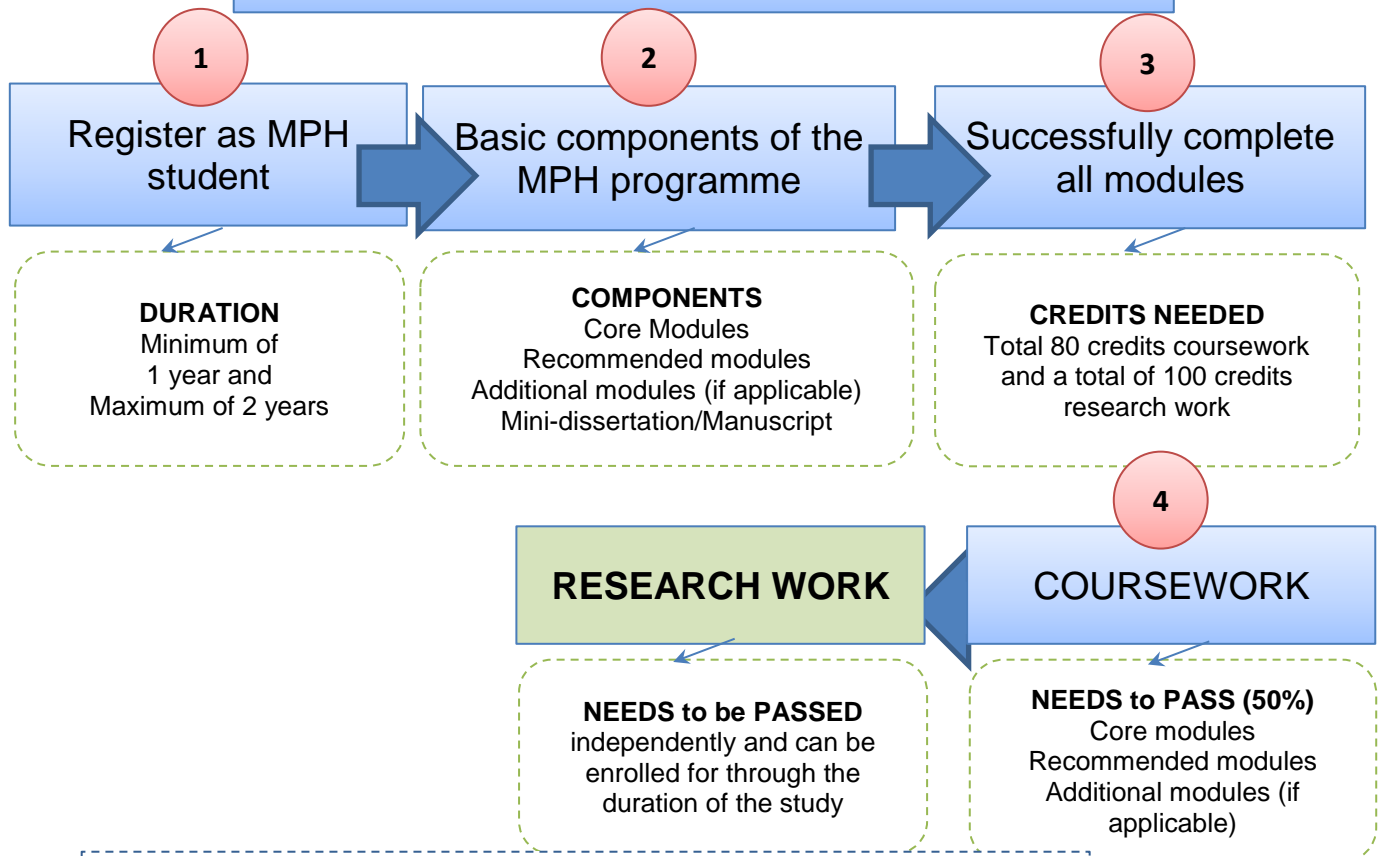
Modules have theoretical and practical components. Specific problems or case studies form the basis for teaching whenever feasible and most modules have a substantial practice base. Small group work constitutes a major part of learning in all modules offered.

Modules are offered, where possible and useful, in an integrated manner by staff from more than one discipline. Teachers are recruited from academia, research and service organisations, from communities and from both public and private sectors and are all respected in their fields, either locally or internationally. In other words, the SHSPH does not provide a simple in-house course; instead, we aim to offer students the best available learning.

## **Duration of the course**

The MPH program can be completed within a minimum of 12 months and within a maximum of 24 months.

# MPH OUTLINE



## Step 1: Literature Review

Student submits research question and topic to track  
Allocation of a supervisor  
Refine topic

## Step 2: Protocol

Attend TNM  
Signed form by Supervisor (approve protocol)

## Step 3: Ethics Submission

Ethics form to be signed by Head of Track  
Notification at APC

## Step 4: Study Review

Progress report – Supervisor (ClickUP)  
Attend Scientific Writing (last module, at writing up stage)

## Step 5: Appointment of Examiners

MPH1 form to be completed by Track  
Serves at APC

## Step 6: Dissertation Submission for Examining

Electronic submission of dissertation (memory stick) to Kgomotso  
There is a new version on the Google Drive  
Complete MPH2 Submission form

## Step 7: Final Submission

Supervisor approves corrections  
1 x Leather bound copy to track administrator  
1 x CD to track administrator

## ***MPH Curriculum structure***

MPH Coordinator: Dr Sean Patrick ([sean.patrick@up.ac.za](mailto:sean.patrick@up.ac.za))

### **Modules and credits**

All graduate programmes in the School are divided into modules. Successful completion of a module leads to the awarding of a certain number of credits.

A module is defined as an independent unit of learning that has its own objectives, learning materials and methods, and its own assessment. A total of 80 credits of coursework must be accumulated from all modules taken in the MPH, and 100 credits must be obtained for the research project (total degree requirement is 180 credits).

The credits are divided among the different components of the MPH as follows:

<b>MPH Component</b>	<b>Credits</b>
Core modules	30
Recommended and additional modules (where applicable) your area of interest (minimum credits)	50
Mini-dissertation	100
Total (minimum credits)	180

### **Prerequisites**

For entry into certain modules, other modules must have been successfully completed. This requirement is listed on the timetable and our web page. If you are in doubt, contact the module presenter or Student Administration.

## **Continuous support and continuous learning**

Learning in modules and during the entire MPH programme can often be optimised with the assistance of a mentor or supervisor. An overall principle regarding the teaching and learning in the MPH programme is a firm commitment to continuous academic support and development of both MPH students and staff during the formal MPH programme.

### **Basic components of the MPH programme**

The MPH programme has the following three components:

- Core modules, which includes research component modules
- Recommended and additional (where applicable) modules in your area of interest
- Mini-dissertation

## MPH core modules

These modules provide an overview of the essential disciplines of health systems and public health and they are compulsory for all MPH students. The following core modules are compulsory:

Code	Module Name	Credits
HCM 877	Global health governance and diplomacy	15
HMS 873	Scientific writing*	5
PHM 880	Learning in Public Health	10
TNM 802	Applied research methodology	0
	Total	30

\* Please note that Scientific Writing (HMS 873) does not form part of the examination and students are referred to the section in this book that outlines the procedures and paperwork that need to be completed before attendance.

## Recommended modules

Within each area of interest, there is a progression both in terms of complexity and content. For this reason, some modules have prerequisites that must have been completed before these modules can be undertaken. It is the student's responsibility to ensure that these prerequisites have been met before enrolling for a module. It is therefore important that students select their area of interest in the first six months of their MPH programme.

It is also imperative that students study the guidelines for following a specific area of interest and consult the Head of their Academic Unit where necessary to ensure that they understand how modules in that particular area of interest are grouped.

## MPH research component

The research component of the MPH programme includes the following compulsory module:

Research component	Credits
Mini-dissertation: PHR 870	100
<b>Total</b>	<b>100</b>

## **MPH mini-dissertation**

The MPH degree offered at the SHSPH is a taught Master's programme. It is a practice-oriented degree, not a research degree, and is aimed primarily at practitioners in the field of health systems and public health.

For this reason, the mini-dissertation contributes 100 credits to the total credit requirement. This is equivalent to 1000 "notional hours", or ten to twelve weeks of full-time work (which includes all work related to the mini-dissertation). The expected outcome of the MPH mini-dissertation is that students must be able to identify and investigate health and health system problems in a comprehensive manner, and that they should be able to formulate appropriate interventions.

**Note:** The research component needs to be passed independently of other course work and, like any other module, should be enrolled for in the year in which students plan to start with the research protocol.

Students are cautioned against embarking on a project that is too ambitious, as all research work must be completed within the maximum study period of four years.

Depending on the area selected by a student, the report may be more oriented towards:

- Implementing change in the system (an intervention project);
- A quantitative and qualitative assessment of health or health care (a research project).

In an intervention project, the report will be evaluated in terms of the implementation of the management processes needed to affect change.

A research project will be evaluated more intensely on epidemiological, bio-statistical, or qualitative methods used, and on the inferences drawn from the findings and the validity of conclusions and recommendations made.

There are two options for the mini-dissertation: either a traditional or a mini-dissertation (including an article) option. Each area of concentration has their preference and where a mini-dissertation (including an article) is required (such as in Health Policy and Management) specific guidelines have been developed and are available on the [SHSPH website](#).

## **Individual studies as part of additional modules**

To increase the flexibility of the MPH degree programme further, students are given the option of conducting credited studies/practicum under the personal supervision of an academic staff/assigned professional member in cases where no formal course work is being offered. Such arrangements must be made with permission of the

Academic Programme Committee and are subject to formal assessment. A maximum of 20 credits (25% of the MPH course work requirements) may be obtained in this manner.

The following points are important:

- Students must request permission from their Head of Academic Unit first; then hand in a written, motivated request to the Academic Programme Committee via Mrs René de Waal. The Committee will respond to the request in writing.
- Permission will not be given for individual studies on material that already exists in SHSPH modules.
- Permission will not be given to replace the mini-dissertation with individual studies.

There are two options:

- ACM 875 Individual studies in public health (10 credits)
- ACM 874 Individual studies in public health (20 credits)

### **Individual versus group research**

Students are encouraged to work together on larger projects, or to participate in one of the ongoing programmes in the School or any of the affiliated University groups.

Consultation with the Head of the Academic Unit is essential. When it is clear what is planned, and each group member has an identifiable role in the project, the protocol should be submitted to the Academic Programme Committee for consideration. A student is still required to produce their own report that is identifiably different from that of the other members of the group.

Under no circumstances may students proceed without permission from the Faculty of Health Sciences Research Ethics Committee. For guidelines for Ethics submission, see the Research Ethics Committee [website](#)

Finally, students are advised to plan well in advance, as there will be delays in the processing of the research or intervention proposal, and in setting up the logistical arrangements for implementing the project.

## ***Assessment and examinations***

### **Assessment of modules**

Assessment is necessary to determine the extent to which a student has mastered a subject. Assessment is usually by means of written assignments, but other assessment methods are also used, including group marks, peer review, oral presentations for the class, written papers or computer-based examinations. These methods can be used on their own, or in combination with other forms of assessment. Assessment may be of an individual or group effort, depending on the brief provided by lecturers.

In all cases, students will know in advance what type of assessment will be used, and, in all cases, feedback will be provided to assist students to decide where they need to add to their learning.

Students are required to pass each module with at least 50%

If a student fails a module but obtains a mark between 40% to 49%, the assignment for that module must be repeated in the same academic year. The student must arrange for this repeat with the module presenter. If a student passes this re-assessment, a 50% mark will be given as an overall pass mark for that module.

If a student fails a module and obtains a mark of less than 40%, they must re-enrol for the entire module in the following year.

If a core module is not passed after two attempts, the student will **not** be allowed to continue with the MPH programme.

A recommended module in the area of concentration can only be repeated once. If it is not passed after the second attempt, the student will be asked to change the area of concentration. If the student fails after two attempts in the second area of concentration, they will **not** be allowed to continue with the MPH programme.



## **Evaluation of the mini-dissertation**

The mini-dissertation must be passed independently, with a minimum of 50%.

### **Summary of the MPH assessment and examination**

Each module is evaluated individually, and must be passed with at least 50%.

The mini-dissertation must be passed independently with at least 50%.

### **Cum Laude**

The MPH degree is conferred with distinction on a student who has obtained an average of at least 75% for the combined modules, an average of at least 75% for the final exams and a final mark of at least 75% for the mini-dissertation.

## ***List and description of MPH area of concentration***

### **Introduction**

#### **Structure of the MPH degree programme**

The MPH degree programme comprises three parts as follows:

**Part 1:** A set of modules that is compulsory for all MPH students.

**Part 2:** A set of modules which, taken together, make up a chosen area of concentration. There is a pre-specified menu of these module configurations (also referred to as tracks). Not all of the options will be available every year, and some of the options require pre-qualification. MPH students will be asked to indicate, within one month of their first registration, which of the recommended options they wish to follow. The SHSPH cannot guarantee that all students will be able to follow their chosen options. Students who do not have an approved option selected by the one-month deadline (after initial registration) will be allocated to an option by the SHSPH. Thereafter, changing an option will require the permission of the APC. Part 2 modules may be taken at any stage; you do not have to complete all the Part 1 modules first. However, many Part 2 modules have pre-requisites and these must be successfully completed first where these are specified in the [timetable](#).

**Part 3:** The mini-dissertation. MPH students may begin their mini-dissertation at any point in the programme.

This section lists all Part 2 configurations currently available for the MPH. The best way of selecting modules is firstly to choose the Part 2 configuration that you prefer and then to plan your curriculum around the modules included under that heading area of concentration. In 2023, there will be five available Part 2 options, namely:

- Disease Control
- Environmental and Occupational Health
- Environmental and Occupational Health - Occupational Hygiene\*\*
- Health Policy and Management
- Health Promotion

\*\* This Part 2 configuration is subject to pre-qualification and may not be selected unless the student has been pre-selected.

***Area of concentration: Disease Control***

Coordinator: Dr Bernice Harris ([bernice.harris@up.ac.za](mailto:bernice.harris@up.ac.za))

The disease control area of concentration is recommended for students who are responsible for the management or design of, or are interested in, disease control programmes/projects at local, national or international level.

Students must achieve the following minimum credits for this degree:

Course component	Credits
MPH core modules	30
Recommended modules: Disease Control	40
Additional module(s)	10
<b>Total course work credits required</b>	<b>80</b>

Research component	Credits
Mini-dissertation: PHR 870	100
<b>Total research credits required</b>	<b>100</b>

### Option 1

Disease Control		
Recommended modules		
Code	Module name	Credits
CDC 876^	Principles of Communicable Disease Control	10
CDC 877^	Seminars in Tropical Health (Agent)	10
CDC 878^	Seminars in Tropical Health (Environment)	10
CDC 879^	Seminars in Tropical Health (Host)	10
	<b>Subtotal</b>	<b>40</b>
Options for additional modules (Choose Max 10 credits)		
CDT 870^	Infectious Diseases Epidemiology	5
EPM 874	Disease Surveillance	5
CDS 871^	Outbreak Investigation and Control	10
CDE 870	Principles of Chronic Disease Epidemiology	5
	<b>Subtotal</b>	<b>10</b>

^ Please check timetable as module has prerequisites

### Option 2

Disease Control		
Recommended modules		
Code	Module name	Credits
CDC 876^	Principles of Communicable Disease Control	10
CDE 870	Principles of Chronic Disease Epidemiology	5
CDS 871^	Outbreak Investigation and Control	10
CDS 872	Economic evaluation of disease control interventions	5
CDT 870^	Infectious Diseases Epidemiology	5
EPM 874	Disease Surveillance	5
	<b>Subtotal</b>	<b>40</b>
Options for additional modules (Choose Max 10 credits)		
CDC 877^	Seminars in Tropical Health (Agent)	10
CDC 878^	Seminars in Tropical Health (Environment)	10

CDC 879^	Seminars in Tropical Health (Host)	10
CDS 874	Human Nutrition in Public Health	10
	<b>Subtotal</b>	<b>10</b>

*^ Please check timetable as module has prerequisites*

### ***Area of concentration: Environmental and Occupational Health***

Coordinator: Prof Janine Wichmann ([janine.wichmann@up.ac.za](mailto:janine.wichmann@up.ac.za))

The completion of the MPH degree requires that modular course work be completed. A total of 80 credits must be obtained for course work and an additional 100 credits are allocated to a research project along with the two research modules.

The overall course work in the MPH programme is constituted as follows:

- Core MPH modules compulsory for all MPH students
- Recommended modules in the areas of concentration

The recommended modules provide students with the opportunity to tailor the MPH programme to their particular career requirements and are **NOT** a random combination of modules. Students should only do those modules that fit into their overall learning objectives, and the supervisor must agree with the selection of these modules.

Course component	Credits
MPH core modules	30
Recommended modules: Environmental Health	50
<b>Total course work credits required</b>	<b>80</b>

Research component	Credits
Mini-dissertation: PHR 870	100
<b>Total research credits required</b>	<b>100</b>

Environmental and Occupational Health		
Recommended modules		
Code	Module name	Credits
EHM 871^	Health Risk Assessment	10
EHM 872^	Methods in Exposure Assessment	10
EOH 872	Introduction to Toxicology	10
EOM 871^	Environmental Epidemiology	10

EPM 871	Conducting surveys	10
	<b>Subtotal</b>	<b>50</b>

*^ Please check the timetable as the module has prerequisites*

## ***Environmental and Occupational Health: Occupational Hygiene***

Coordinator: Dr Nico Claassen ([nico.claassen@up.ac.za](mailto:nico.claassen@up.ac.za))

The completion of the MPH degree requires that modular course work be completed. A total of 80 credits must be obtained for course work and the additional 100 credits are allocated to the research component.

The overall course work in the MPH programme is constituted as follows:

- Core MPH modules compulsory for all MPH students
- Recommended modules in the areas of concentration
- Optional modules

The optional modules are a selection of modules for **NON-DEGREE** purposes **ONLY** to provide students with the opportunity to tailor their academic record to their particular career requirements and will **NOT** contribute towards the calculation of the final grade for the MPH degree.

**NOTE:** Modules for non-degree purposes do have a financial implication. It is the responsibility of the student to obtain permission from the coordinator of the selected module to attend the module for non-degree purposes.

Course component	Credits
MPH core modules	30
Recommended modules: Occupational Hygiene	50
<b>Total course work credits required</b>	<b>80</b>

Research component	Credits
Mini-dissertation: PHR 870	100
<b>Total research credits required</b>	<b>100</b>



Environmental and Occupational Health: Occupational Hygiene direction		
Compulsory modules		
Code	Module name	Credits
Modules to be completed in second year of study		
EHM 872^	Methods in Exposure Assessment	10
OHS 873	Postgraduate studies in occupational hygiene I	10
OHS 874	Postgraduate studies in occupational hygiene II	5
EHM 871^	Health Risk Assessment	10
EOH 872	Introduction to Toxicology	10
OHS 875	Individual studies in occupational hygiene	5
	<b>Subtotal</b>	<b>50</b>

Optional modules: Environmental and Occupational Health		
EOM 871^	Environmental Epidemiology	10
HCM 873^	Managing Occupational Health Services	10
HCL 872^	Occupational Health Law	10
EPM 873^	Conducting Surveys	10
Optional modules: Health Policy Management		
HRM 872	Principles of Human Resource Management	10

***Area of concentration: Health Policy and Management***

Coordinator: Dr Joyce Shirinde ([joyce.shirinde@up.ac.za](mailto:joyce.shirinde@up.ac.za))

The completion of the MPH degree requires that modular course work be completed. A total of 80 credits must be obtained for course work and an additional 100 credits are allocated to the research component.

The overall course work in the MPH programme is constituted as follows:

- Core MPH modules compulsory for all MPH students
- Recommended modules in the areas of concentration
- Additional module(s)

The additional modules provide students with the opportunity to tailor the MPH programme to their particular career requirements and are **NOT** a random combination of modules. Students should only do those modules that fit into their overall learning objectives, and the supervisor must agree with the selection of these modules.

Course component	Credits
MPH core modules	30
Recommended modules: Health Policy and Management	40
Additional modules	10
<b>Total course work credits required</b>	<b>80</b>

Research component	Credits
Mini-dissertation: PHR 870	100
<b>Total research credits required</b>	<b>100</b>

<b>Health Policy and Management</b>		
<b>Recommended modules</b>		
Code	Module	Credits
HCF 872	Financial Management in the Public Health Sector	10
HCM 876	Health Policy and Systems	10
HIN 874	Intro to Monitoring and Evaluation for Health Managers	10
HRM 872	Principles of Human Resource Management	10
<b>Options for additional module(s) (Choose Max 10 credits)</b>		
HCI 871	Health Systems Operations Management	10
HCS 876^	Project Management for the Health Sector	10
TQM 872	Principles of Quality Assurance	10
	<b>Subtotal:</b>	<b>50</b>

### ***Area of concentration: Health Promotion***

Coordinator: Dr Joyce Shirinde ([joyce.shirinde@up.ac.za](mailto:joyce.shirinde@up.ac.za))

The completion of the MPH degree requires that modular course work be completed. A total of 80 credits must be obtained for course work and the additional 100 credits are allocated to the research component.

The overall course work in the MPH programme is constituted as follows:

- Core MPH modules compulsory for all MPH students
- Recommended and additional modules in the areas of concentration

Course component	Credits
MPH core modules	30
Recommended modules: Health Promotion	40
Additional modules: Health Promotion	10
<b>Total course work credits required</b>	<b>80</b>

Research component	Credits
Mini-dissertation: PHR 870	100
<b>Total research credits required</b>	<b>100</b>

Health Promotion		
Recommended modules		
Code	Module	Credits
SCP 870^	Health Promotion (Foundations of Health Promotion)	10
QHR 870	Qualitative Research Methods	10
SCC 873	Communication in Health	10
SCP 872^	Health Promotion in Practice (Health Promotion Planning)	10
Options for Additional modules (Choose Max 10 credits)		
CDS 874	Human Nutrition and Public Health	10
SCP 871	Sexual and Reproductive Health	10
	<b>Subtotal</b>	<b>50</b>

## Master of Science (MSc) Programmes



Programme Coordinator(s): Prof Elize Webb ([elize.webb@up.ac.za](mailto:elize.webb@up.ac.za)) &  
Dr Neo Ledibane ([neo.ledibane@up.ac.za](mailto:neo.ledibane@up.ac.za))

### ***Introduction***

The Master of Science degrees (MSc) are aimed at professionals who wish to advance their careers in research. In the case of the MSc degrees offered at the SHSPH, the orientation is toward the Health Sciences. For the MSc Epidemiology and Biostatistics, there are 150 out of 180 credits available for the full research dissertation. For the MSc Environmental Health, all the 180 credits are for the full dissertation.

The MMed (Public Health Medicine) and MMed (Occupational Medicine) degrees are professional qualifications available to medical practitioners who hold an approved specialist training post with the University. These degrees are completed over four years and 180 out of a total of 480 credits are available for the full dissertation.

The emphasis in the MSc degree is on the assessment of the student's proficiency in conducting research and preparing a written dissertation, as well as a journal manuscript. The scope and depth of the dissertation for an MSc/MMed degree is roughly twice as much as that which is required for an MPH mini-dissertation.

The research methods used for the MSc Epidemiology and Biostatistics depend on a solid understanding of Biostatistics and Epidemiology, and on an advanced knowledge of the content area in which research will be conducted. This basic core learning takes place while completing the BSc Hons Epidemiology and Biostatistics programme. If an applicant has completed two courses of Epidemiology and two courses of Biostatistics, with an aggregate mark of at least 60%, then the applicant may apply directly for admission to the MSc Epidemiology and Biostatistics, without having to complete the BSc Hons Epidemiology and Biostatistics as a prerequisite.

The MSc Environmental Health has been designed for students, with an at least 60% average in an Honours degree in the Natural Sciences disciplines, who wish to carry out further scientific research in the public health context. Their research topic will build on their Hons level skills and learning.

## **MSc degrees available**

There are three MSc degrees offered at the SHSPH. All three degrees require a substantial research dissertation and a relevant Hons degree for admission.

### ***MSc Epidemiology and Biostatistics***

This course focuses on epidemiological and biostatistical methods in public health. Students could continue towards a PhD in Epidemiology at a future stage. Five research focus areas are offered and students register for one only:

- Public Health Epidemiology
- Clinical Epidemiology and Evidence-based Medicine
- Field Epidemiology
- Monitoring and Evaluation
- Occupational and Environmental Health Epidemiology

## **Admission requirements**

Applicants must hold an appropriate Hons degree that includes at least two full courses in Epidemiology and two full courses in Biostatistics. The University of Pretoria's BSc Hons Epidemiology and Biostatistics programme is designed to fill these requirements. Applicants are expected to have an aggregate mark of at least 60% for their Hons level coursework.

Alternatively, applicants who have passed at least two modules in Biostatistics (introduction and intermediate) and two modules in Epidemiology (introduction and intermediate) elsewhere, or as parts of other programmes, will be considered for the MSc programme, provided they also hold at least an Honours degree. The MBChB and BVet Sci and Dentistry degrees are considered to be Honours degree equivalents.

Additionally, all applicants will need to have a research protocol ready for submission to the Faculty of Health Sciences Research Ethics Committee in January of their first year of MSc degree. This is an outcome of the BSc Hons in Epidemiology and Biostatistics, as the protocol is usually developed during the BSc Hons programme at the SHSPH. If an applicant is applying based on "equivalent" learning achieved elsewhere, the applicant should endeavour to have a protocol ready for submission within three months from starting the MSc degree.

## **Duration**

The MSc Epidemiology and Biostatistics is completed in a minimum of one year and a maximum of two years. An extension for an additional academic year may be considered, if the student applies for extension of the study period through an application to the APC of the SHSPH. The extension also requires approval from the Dean.

## **Course work**

There is a requirement to complete 30 credits of coursework for the MSc Epidemiology and Biostatistics. Attendance for TNM 802 may be waived, on application to Prof Elize Webb who is the Faculty coordinator for the TNM 700/802 modules, for those who have passed the TNM 700 module at the Hons level. It is a University of Pretoria rule that no courses passed more than three calendar years ago will be credited for waiver of attendance.

## **Dissertation**

The research project is initiated and completed under the supervision of the study supervisor and co-supervisor(s) (if applicable).

One or more (draft) journal article(s) are submitted to the research supervisor and co-supervisor (if applicable) for approval to submit for publication. The research supervisor determines the authorship listing of any papers submitted. This decision must be recorded in the protocol **and** the student-supervisor agreement document (UP MOA document), as required by the University of Pretoria.

The final dissertation is submitted to the Postgraduate Student Administration Office for examination. No dissertations will be submitted for approval and awarding of the degree before an acceptable potentially publishable journal article has been submitted.

## **MSc guidelines and ethics documents**

A variety of guidelines for MSc students, the documents and requirements for the ethics committee, are available on the Blackboard/ClickUP page (**MSc@SHSPH**), as well as the Faculty of Health Sciences website, using the research link.

## **Area of concentration and course work requirements**

All students are required to attend and pass the modules HMS 873 “Scientific writing” and TNM 802 “Applied Research Methods”. In addition, **ONE** of the following five options needs to be selected and registered for:

**MSc Epidemiology and Biostatistics – Options for additional module [30 Credits]**

Module Code	Research Focus Area:
HME 861	Public Health Epidemiology
CLI 860	Clinical Epidemiology and Evidence-Based Medicine
CDC 860	Field Epidemiology
HME 860	Monitoring and Evaluation of Health Programmes
OHM 860	Occupational and Environmental Health Epidemiology

<b>Public Health Epidemiology (Prof E Webb &amp; Dr B Harris)</b>	
Module Content:	Surveillance, Chronic Disease Epidemiology, Infectious Disease Epidemiology, Environmental Epidemiology, Survival Analysis
<p>Epidemiology is the cornerstone for understanding and improving population health. Epidemiological research methods underpin medical research, investigates the causes of disease and evaluates interventions to prevent or control infectious and/or chronic diseases as well as health systems related research.</p> <p>Now, more than ever, there is a global need for epidemiological expertise. This research focus area aims to equip students with key foundational knowledge and a portfolio of statistical and data science skills to tackle epidemiological challenges. It is an option of choice for those wanting to pursue a PhD in Epidemiology in the future.</p>	

<b>Clinical Epidemiology and Evidence-Based Medicine (Prof E Webb &amp; Dr N Ledibane)</b>	
Module Content:	Clinical Epidemiology, Survival Analysis, Evidence-Based Medicine, Chronic Disease Epidemiology, Infectious Disease Epidemiology, Economic Evaluation
<p>This option will appeal to clinicians, pharmacologists and practising health care providers as the aim is to conduct clinically relevant research. However, entry is not by any means restricted to medical practitioners only.</p> <p>Clinical epidemiology and evidence-based medicine have become increasingly important in an era of rising costs, patient safety concerns and evidence-based health care. It is impossible to think of modern healthcare that ignores evidence-based medicine (EBM), a concept which relies on 3 pillars: individual clinical expertise, the values and desires of the patient, and the best available research. There is a need for resources and technical</p>	



expertise to produce evidence. Information on effectiveness and cost effectiveness needs to be highlighted for policy makers. This option will attempt to address these concerns.

<b>Field Epidemiology (Dr L Kuonza)</b>	
Module Content:	Surveillance, Infectious Disease Epidemiology, Disease Control Programmes, Outbreak Investigation and Control, Chronic Disease Epidemiology.
<p>This programme is only available through a joint (together with the National Department of Health and the National Institute for Communicable Diseases) selection and appointment process carried out in the last quarter of each year. It is part of a two-year, full-time residency programme. Individuals who are interested in applying for this option should please contact Dr Lazarus Kuonza (<a href="mailto:lazarusk@nicd.ac.za">lazarusk@nicd.ac.za</a>) or Mrs Hetani Mdose (<a href="mailto:hetanim@nicd.ac.za">hetanim@nicd.ac.za</a>) for details of the application process. Successful applicants will complete the BSc Hons Epidemiology and Biostatistics programme as well as the MSc Epidemiology and Biostatistics programme, on a full-time basis, over two years.</p>	

<b>Monitoring and Evaluation of Health Programmes (Dr B Harris &amp; Prof E Webb)</b>	
Module Content:	Monitoring and Evaluation Principles, Qualitative Research, Health Data Management, Ethics, Quality Assurance, Surveillance
<p>This option is designed using an internationally acclaimed curriculum for public health practitioners who want to develop skills and competencies to design and implement M&amp;E systems for programmes in different sectors, at different levels of administration in both government and non-governmental organisations.</p> <p>It is an option of choice for those wanting to pursue careers in M&amp;E, Planning or Health informatics.</p>	

<b>Occupational and Environmental Health Epidemiology (Prof J Wichmann)</b>	
Module Content:	Exposure Assessment, Health Risk Assessment, Environmental Epidemiology, Surveillance, Toxicology, Environmental Chemical Pollution
<p>This option will appeal to those with an interest in more epidemiological environmental research, as well as those interested in occupational hygiene/ environmental epidemiology.</p>	

For those who have completed one of the BSc Hons degrees in Occupational Hygiene and Environmental Health and who would like to continue with a Master's degree that is epidemiological in nature, please contact Dr Nico Claassen for further advice about how to qualify for an alternative admission route using non-degree purposes studies (nico.claassen@up.ac.za).

### **An agreement between the student and the supervisor**

- a) An agreement between the student and the supervisor should be signed. The document serves as the basis for the interaction between the student and the supervisor. It indicates their individual roles, responsibilities and expectations and makes it clear that they are entering into a binding undertaking with each other.
- b) It is the responsibility of the Head of Department concerned to monitor the progress of a candidate concerning his or her signed agreement (via the AAC).

### **G39.7 Progress reports**

The supervisor must provide a report every 6 months in writing to the Head of Department on the progress of his or her candidate.

### **Further details of the options available:**

Prof Elize Webb (elize.webb@up.ac.za) is the overall coordinator for the MSc degree in Epidemiology and Biostatistics. However, for further information about the research focus areas, please contact the option academic facilitators whose names are listed next to the 30-credit module options.

### ***MSc in Public Health***

This programme is suspended pending restructuring.

# Master of Medicine (MMed) Programme (Public Health Medicine)



Head of Department of Public Health Medicine: Prof Debashis Basu

([publichealthmedicine@up.ac.za](mailto:publichealthmedicine@up.ac.za))

## ***Entry Requirements***

### **Minimum admission requirements**

MBChB, MBBS or equivalent medical qualification, proof of current registration with the HPCSA as a medical practitioner in the category independent practice and satisfactory performance during the selection interviews by the selection panel. A postgraduate qualification in public health (or equivalent) will be an advantage.

### **Conditions for appointment**

Admission to the programme depends on the availability of a service-linked sponsored full-time registrar post. Applications will only be considered when a post is available. The applicant must also submit a certified copy of their identity document, qualifications, proof of current registration with HPCSA, curriculum vitae and completed South African governmental employment form (Z 83).

### **Period of training**

The period of training in a full-time registrar post is 4 years (48 months). Partial exemption from public health training and work as a registrar for a maximum of two years' (24 months) may be granted to a qualifying candidate who already holds the Fellowship of the College of Public Health Medicine or the Fellowship of the College of Occupational Health Medicine qualification of the (CMSA) as described in Faculty Regulation P.3 (d)(ii).

## ***Scope***

### **Definitions**

Public Health Medicine is that branch of medical practice that specialises in public health and clinical medicine which is the science and art of preventing disease, prolonging life and promoting health through the organised efforts of the health system and the population.

### **Aims and Objectives**

The aim of the public health medicine training programme is to produce public health medicine physicians who have relevant knowledge and skills to address the health needs of the South African population, who can manage clinical conditions of public

health importance, who can plan and conduct relevant research and who are collaborative and creative in addressing the current and future public health challenges facing South Africa.

The objective of the programme is to ensure that after completion of the programme the registrar has the knowledge, competencies and attitudes to:

- Manage conditions of public health importance
- Provide population-based healthcare services
- Assess critically the effectiveness and efficiency of health interventions, health programmes and health services
- Influence the development of rational health intervention policies, implement strategies and assess the impact of policies on health
- Support the improvement of access to, and equity in health care, quality of health care and governance in the health services
- Work as an effective team member with multidisciplinary participants and effectively use the media to advance population health
- Display professionalism and cultural sensitivity in behaviour and attitudes that support the practice of public health medicine
- Play a leadership role in the development and management of the clinical services and public health programmes
- Generate, collect, synthesise, analyse and interpret relevant data on the health status, health risks, health needs of, and health outcomes in a community or population as well as communicate effectively the results and information so derived
- Teach and conduct public health medicine research

## ***Curriculum***

### **Course structure**

The course is organised into three components: academic programme, service learning, and research, comprising two reports to be submitted to the University of Pretoria (MMed research report) and the College of Public Health Medicine of South Africa (Short report).

### **Programme content**

Curriculum covers the following fields:

- Health measurement and informatics
- Behavioural and social sciences
- Occupational health
- Environmental health
- Infectious diseases, their prevention and control

- Non-communicable diseases and their prevention
- Maternal and Child health
- Organisation, development and management of health care
- Health economics, budgeting and finance

The academic programme will be covered through the core modules undertaken in the first 6 months of registration, other recommended modules as well as through tutorials, seminars, assignments and journal club discussions to be held over the 4 year period of training.

### **Service learning**

[Service learning](#) (click link for detail) will be undertaken through rotational attachments to a range of service providers, visits to sites of unique public health medicine importance and participation in undergraduate teaching.

### **Research Reports**

There are two research reports to be completed during the training:

- (a) MMed dissertation (GGS 891) (180 credits) to be submitted to the University of Pretoria
- (b) Short report to be submitted to the College of Public Health Medicine of South Africa.

These two reports, approved by the Faculty's Research and Ethics Committee, should be completed under supervision of approved academic supervisors within Department of Public Health Medicine (DPHM) of the SHSPH.

In accordance with the Faculty policy for postgraduate trainees, a registrar shall also undertake the TNM 802 module before submitting a protocol for these reports to the Faculty's Research Ethics Committee for approval.

Selection of a MMed dissertation topic has to be done in consultation with the academic supervisor. Once the protocol has been adequately prepared, the academic supervisor should arrange for its submission to the DPHM for review and submit to the relevant School Committees. The academic supervisor will attend the meeting in which the protocol is reviewed and provide feedback to the trainee. The Committee will send a formal letter to the candidate with the committee's findings. Thereafter the protocol must be submitted by the trainee to the Faculty's Research Ethics Committee for approval. Data collection should commence only when approval has been granted by the Research Ethics Committee.

As required by the National Department of Health to register all health research, online application and registration of a proposed research project must be lodged with, and approval obtained from the Department of Health before commencement of the research.

All data captured for any research project by a registrar must be presented for storage at the end of the project, as prescribed for all the research undertaken in the Faculty. The Academic Supervisor must take the responsibility to ensure the storage of such data as prescribed, for students and staff in the DPHM at the SHSPH.

An alternative to a dissertation is a Cochrane type systematic literature review on a topic approved by the Head of the Department as described under Faculty Regulation M.3 (iii).

## **Assessments**

**Formative assessments** are done six-monthly. It will include:

- Results of assignments and modules completed during the period
- A portfolio of knowledge and skill gained which should be structured to reflect the skills gained in relation to the scope indicated in the programme content and in line with the regulations of the College of Public Health Medicine of the CMSA

**Summative assessments** shall be conducted in the form of written and oral examinations (described in detail in the Faculty Handbook).

### **Year 1 and 2:**

a) The three theory-based Modules:

- Epidemiology, Biostatistics and Demography (EBD 800) (one paper) (50 credits)
- Infectious, Non-Communicable and Maternal and Child Health-Related Conditions (ONO 800) (one paper) (50 credits)
- Administrative Theory and Health-Related Social Sciences (ASW 800) (50 credits) (two papers - with a sub-minimum of 45% for each paper).

A registrar who fails a re-examination (2<sup>nd</sup> examination) in a prerequisite subject may not be allowed to continue with training.

The academic programme for these modules will be covered through attendance of selected course work, tutorials and seminars, assignments and journal club discussions, debates and grand rounds to be held over the 2-year period of training. The examination for these three modules will be offered once a year and must be passed in the first 24 months of registration for the programme.

- b) Successful completion of the TNM 802 module
- c) MMed dissertation (GGS 891): Approved protocols by the relevant committees for the two research reports mentioned above.
- d) Short report to be submitted to the College of Public Health Medicine of South Africa Approved protocols by the relevant committees for the two research reports mentioned above.

### **Year 3 and 4:**

- a) MMed dissertation (GGS 891)
- b) Short report submitted to the College of Public Health Medicine of South Africa
- c) Public Health Medicine (GGS 800) (150 credits): including health measurement and informatics; social sciences; occupational health; communicable diseases; maternal and child health; environmental health; non-communicable diseases; organization, development and management of health care.

The academic programme for this module will be covered through attendance of selected course work, tutorials and seminars, assignments and journal club discussions, debates and grand rounds. These will prepare the candidate to apply knowledge and practice of public health medicine for the advancement of population health.

Credits for this subject will be obtained from the final exit examination results of the CMSA.

The final exit examination in accordance with the stipulations of the HPCSA, is a national examination carried out by the CMSA. The CMSA examinations are held twice a year on a rotational basis in one of the relevant academic centres in South Africa.

## ***Service learning***

### **Rotational Attachments**

#### *Purpose*

The purpose of the rotational attachments is to afford the registrars the essential experiential learning in the organisation and functioning of the South African health care system; the application of the health legislation, health strategies and health policies in medical practice; exposure to the challenges experienced by the service providers and consumers at the health facilities; provision of clinical services as well as the approaches to solutions of these problems. At the end of each rotational attachment at an accredited site, the registrar should have acquired the relevant knowledge, skills and attitude that will prepare him/her to develop appropriate interventions for challenges experienced by public health medicine specialists working in that service organisation.

Other secondary aims of rotational attachments are to promote participation in the building of the capacity of the local public health service providers, to build the capacity of the DPHM to respond to the health care needs of the local population, to fulfil the service obligation that the registrars have towards the employing body.

### Sites

All HPCSA accredited sites for the training programmes

### How attachments are organised

- Trainees undergo rotational attachments of at least 6 months' duration each, to a range of health service providers over a total period of 36 months. The 6 months' rotation attachment that each registrar is subjected to, takes place in the 36 months of the 48 months of the prescribed training period. It thus overlaps with some of the academic training that takes place within the DPHM in the SHSPH.
  - In addition, registrars may be exposed to additional essential experiential learning to settings not available in the rotational attachments, through visits to selected sites of public health and Preventive Medicine importance. These include the areas with malaria control programme and facilities with port health services.
- NB It is the responsibility of the registrar to ensure that the specialist supervisor supports his/her engagement in all such projects.

### Expected outputs

- Each registrar is expected to make at least one oral presentation to the service provider during the period of each rotational attachment, where the Department will be invited (responsibility of the registrar to arrange)
- Each registrar must produce at least two written reports by the end of each rotational attachment period, one of which should be on what has been learnt during the attachment period.

## **Supervision**

### **Public Health Medicine Specialist Supervisor - Functions:**

- To guide and encourage the registrar to study the relevant classical or other material of importance to registrar training particularly in the supervisor's field of expertise.
- To guide the registrar in the selection, preparation and implementation of attachment-related projects, their documentation and in the presentation of their results.



- To guide the registrar in the planning and conduct of meetings, and staff development or teaching sessions for service staff undertaken during the period of the registrar's attachment.
- To liaise with the DPHM at least once monthly on the registrar's learning progress and development needs.
- To review the registrars' progress on a monthly basis and to offer constructive feedback.
- To participate in the formative assessment of the registrars.
- The responsible person in a health authority or service provider to whom the Registrar is attached should assign a Field Supervisor (a staff member in their service who is knowledgeable about work in the division to which the registrar is allocated during the attachment) to orientate, guide or oversee the registrar's work or service activities on a day- to-day basis.
- Supervision during rotations for the day-to-day activities is done by the field supervisor and for the academic input by the assigned academic supervisor.

### **Leave arrangements**

Approval of leave shall remain the function of the DPHM in terms of the rules and policies of the Department of Public Service Administration. All applications for leave must be submitted for recommendation to the specialist supervisor and for approval to the HoD. The registrar must make prior arrangements with and inform the specialist supervisor of any planned leave arrangements. In the event of a sick leave the onus is on the registrar to inform the supervisor of their absence from work.

### **University fees**

Registrars will not be permitted to progress and continue with their training unless they have paid all their fees.

### **Conditions for writing FCPHM of the CMSA**

Registrars will not be permitted to sit for the Fellowship examination unless they have:

- (a) Paid their university fees
- (b) Remained registered with the HPCSA in good standing as a registrar and fulfil all the requirements stipulated in Section 16 of the regulation for the examination of the CPHM of South Africa.

## Doctoral Degrees in Public Health Medicine



Head of Department of Public Health Medicine: Prof Debashis Basu  
([publichealthmedicine@up.ac.za](mailto:publichealthmedicine@up.ac.za))

### Doctor of Philosophy (PhD)

Community Health (10260406): Public health medicine 990 (Thesis code GGS 990)

### Doctor of Medicine (DMed)

DMed Public Health Medicine (10260244): Public health medicine 990 (Thesis code GGS 990)

## Introduction

The next pages outline the key steps in the doctoral journey and should be used in conjunction with other documents on the following websites:

- (1) SHSPH ([School of Health Systems and Public Health | University of Pretoria \(up.ac.za\)](http://www.up.ac.za/school-of-health-systems-and-public-health))
- (2) DPHM (<https://www.up.ac.za/public-health-medicine>)
- (3) ClickUP
- (4) Faculty of Health Sciences Research Office (<https://www.up.ac.za/faculty-of-health-sciences-research>);
- (5) the University's Regulations (<https://www.up.ac.za/yearbooks/2020/rules>); and
- (6) Faculty yearbook (<https://www.up.ac.za/yearbooks/2020/faculties/view/MED/Faculty%20of%20Health%20Sciences>)
- (7) Department of Public Health Medicine (DPHM)
- (8) ClickUP,
- (9) Faculty of Health Sciences Research Office, the University's regulations; and Faculty yearbook.

In particular, the Faculty of Health Sciences Research Office has a number of useful documents.

### Doctor of Philosophy (PhD) in Community Health

The Doctor of Philosophy (PhD) degree is aimed at clinicians who wish to advance their careers in research in Community health. In the case of the PhD (Community Health) degree offered through the Department of Public Health Medicine (DPHM), the scientific orientation is toward population health, community health and preventive medicine.

The research methods used depend on a solid understanding of Public Health and Preventive Medicine as well as an advanced knowledge of the content area in which research will be conducted. These components form the basis of the structure of the PhD (Community Health) degree. The final outcome is that a student should be able to conduct research, substantially on their own, which will add new knowledge to the field of public health medicine or community health.

The PhD thesis counts **360** credits, hence **3 600 notional** hours, i.e. the time an average student requires to complete the thesis.

### Getting admitted to the programme

As part of your application process please send your CV and PhD (Community Health) concept protocol document to the DPHM via [publichealthmedicine@up.ac.za](mailto:publichealthmedicine@up.ac.za). This submission will serve at the relevant Department and School Committees.

Once your application has been evaluated, a potential promoter/s will be approached by the research coordinator to find out if they are able to supervise your thesis. You may also suggest a promoter should you have any preferences or a prior working relationship.

Should you wish to have a promoter who is a member of another department (e.g. paediatrics), that individual may be given an extra-ordinary appointment in the DPHM, which would allow them to fulfil the promoter role. Should you wish to have a promoter who is a member of an organisation external to the University of Pretoria (e.g. a research institute, or another university) that individual can be appointed as an extraordinary member of staff in the DPHM, as long as the HoD of the DPHM approves the appointment. Remember that you will need to have regular and easy access to your promoter and this may be difficult with an external promoter.

### **Doctor of Medicine**

The DMed degree is conferred by virtue of a thesis and, if the Dean deems it necessary, an examination on the field of study of the thesis. The DMed degree is aimed at medical professionals who wish to advance their careers in research.

The thesis must deal with a problem from any field of study in public health medicine and must satisfy the supervisor and the examiners that it represents advanced original research, especially implementation research and/or creative work in the field of community health (public health medicine). It must give an overview of the literature that was used on the topic and contain a description of the observations made and experiments done by the student, as well as a discussion of the conclusions reached.

The DMed thesis counts **360** credits, hence **3 600 notional** hours, i.e. the time an average student requires to complete the thesis.

### Getting admitted to the programme

For admission to the study for the DMed degree a candidate must be in possession of the MMed or a qualification of equivalent status following a MBChB degree;

## Doctoral Degrees in Public Health



### Doctor of Philosophy (PhD)

Environmental Health (Thesis code OGH 990)

Epidemiology (Thesis code EPI 990)

Health Systems (Thesis code GSL 990)

Public Health (Thesis code OGD 990)

## SCHOOL OF HEALTH SYSTEMS AND PUBLIC HEALTH

### How to Successfully Complete Your Doctorate in the School of Health Systems and Public Health - a Brief Guide (Updated 2023)

#### *Introduction*

Welcome to the School of Health System and Public Health!

The next pages outline the key steps in the doctoral journey and should be used in conjunction with other documents on the following websites:

- SHSPH;
- PhD@SHSPH on ClickUP (once you are registered at the SHSPH),
- Faculty of Health Sciences Research Office (<https://www.up.ac.za/faculty-of-health-sciences-research>);
- the University's Regulations (e.g. 2023 <https://www.up.ac.za/yearbooks/2023/rules>); and
- Faculty yearbook (e.g. 2023 <https://www.up.ac.za/yearbooks/2023/MED-faculty/DO-programmes>)

In particular, the Faculty of Health Sciences Research Office has a number of useful documents.

The Doctor of Philosophy (PhD) degree is aimed at professionals who wish to advance their careers in research. In the case of the PhD degree offered through the SHSPH, the scientific orientation is toward the health sciences and, in particular, the field of public health.

The research methods used depend on a solid understanding of **epidemiology** and **biostatistics** as well as an advanced knowledge of the content area in which research will be conducted (see coursework section). These three components form the basis of the structure of the PhD degree. The final outcome is that a student should be able to conduct research, substantially on their own, which will add new knowledge to the field of public health.

The PhD thesis counts **360** credits, hence **3 600 notional** hours, i.e. the time an average student requires to complete the thesis.

## ***Getting admitted to the programme***

### **IMPORTANT:**

Please check the SHSPH home page (<https://www.up.ac.za/school-of-health-systems-and-public-health>) to see whether supervisor capacity is available.

Please note that if you started PhD studies in one of the other Schools at the Faculty of Health Sciences, then you cannot simply transfer to the SHSPH as a PhD student. Each School manages its own PhD degrees, including application and registration processes. If you want to transfer to the SHSPH, then various administrative steps need to be followed, which will delay the completion of your doctoral studies significantly.

### **Step 1: Requirements: Check if you qualify!**

Prospective student must submit a CV and 10-page concept protocol to the AAC (Academic Advisory Committee) at [shsph\\_aac@up.ac.za](mailto:shsph_aac@up.ac.za) at least 2 weeks in advance of the AAC meeting date.

See AAC meeting dates here: [2023 meeting dates](#)

### **Please Note:**

- Minimum requirement for non-UP graduates is a minimum of 2 published articles.
- Please attached also SAQA approval of degree certificates if degrees where not obtained in South Africa, see [https://www.saga.org.za/evaluation-foreign-qualifications?language\\_content\\_entity=en](https://www.saga.org.za/evaluation-foreign-qualifications?language_content_entity=en)
- Before writing a concept protocol, it is advisable to consult the SHSPH website at <https://www.up.ac.za/school-of-health-systems-and-public-health> to see the research focus areas of academic staff at the school. Contact the potential supervisor to see if they are taking any new PhD students. Please note that we have very limited capacity for PhD supervision. Academic staff will only supervise work aligned to their research focus areas, not just random topics.

Your application will serve at the monthly AAC meeting. At the AAC meeting a reviewer will be appointed to review your 10-page concept protocol. The reviewer will have 4 weeks to review your application.

The outcome of the review will be discussed at the next AAC meeting. At this AAC meeting, potential promoter/s will be identified. After the AAC meeting the potential promoter/s will be approached by the AAC to find out if they are able to supervise your PhD project (not all academics are members of the AAC, so they do not attend the

AAC meetings). You may also suggest a promoter should you have any preferences or a prior working relationship.

Should you wish to have a promoter who is a member of another department (e.g. paediatrics), that individual may be given an extra-ordinary appointment in SHSPH, which would allow them to fulfil the promoter role. Should you wish to have a promoter who is a member of an organisation external to the University of Pretoria (e.g. a research institute, or another university) that individual can be appointed as an extraordinary member of staff in the SHSPH, as long as the Chairperson of the SHSPH approves the appointment. Remember that you will need to have regular and easy access to your promoter and this may be difficult with an external promoter.

***It is also important to take note that suggesting a promoter does not guarantee acceptance into the PhD degree programme, because the SHSPH AAC still has to consider your CV to see if you comply with the necessary requirements.***

Also see the PhD flowchart on page 86.

**Please Note:**

- In total it will take around 6-8 weeks to get feedback from the AAC whether your application was successful, so please plan accordingly.
- Also keep in mind that it is advisable not to register for doctoral studies after April. You have only 3 years to complete your doctoral studies, i.e. from January 2023 to December 2025. If you register late in the first year then you will not have sufficient time left to complete your doctoral studies on time.



## **Step 2: Registration process once your concept protocol and promotor were approved by the AAC**

The SHSPH strongly recommends that you work via the SHSPH student administration (Mr Lesiba Mpati, email address: [lesiba.mpati@up.ac.za](mailto:lesiba.mpati@up.ac.za)) and/or the Faculty student administration (Mrs Annette Welman, email address: [annette.welman@up.ac.za](mailto:annette.welman@up.ac.za)) to expedite your registration at UP as a doctoral student. The reason for this is the necessity to be registered by end March to be eligible for a postgraduate bursary.

Please take careful note of the information letter from AAC that indicates for which doctoral programme you may register.

### **Current PhD degree options at the SHSPH**

- Environmental Health (Thesis code OGS 990)
- Epidemiology (Thesis code EPI 990)
- Health Systems (Thesis code GSL 990)
- Public Health (Thesis code OGD 990)

Before completing the online application on the UP website, ensure that you have the following documents:

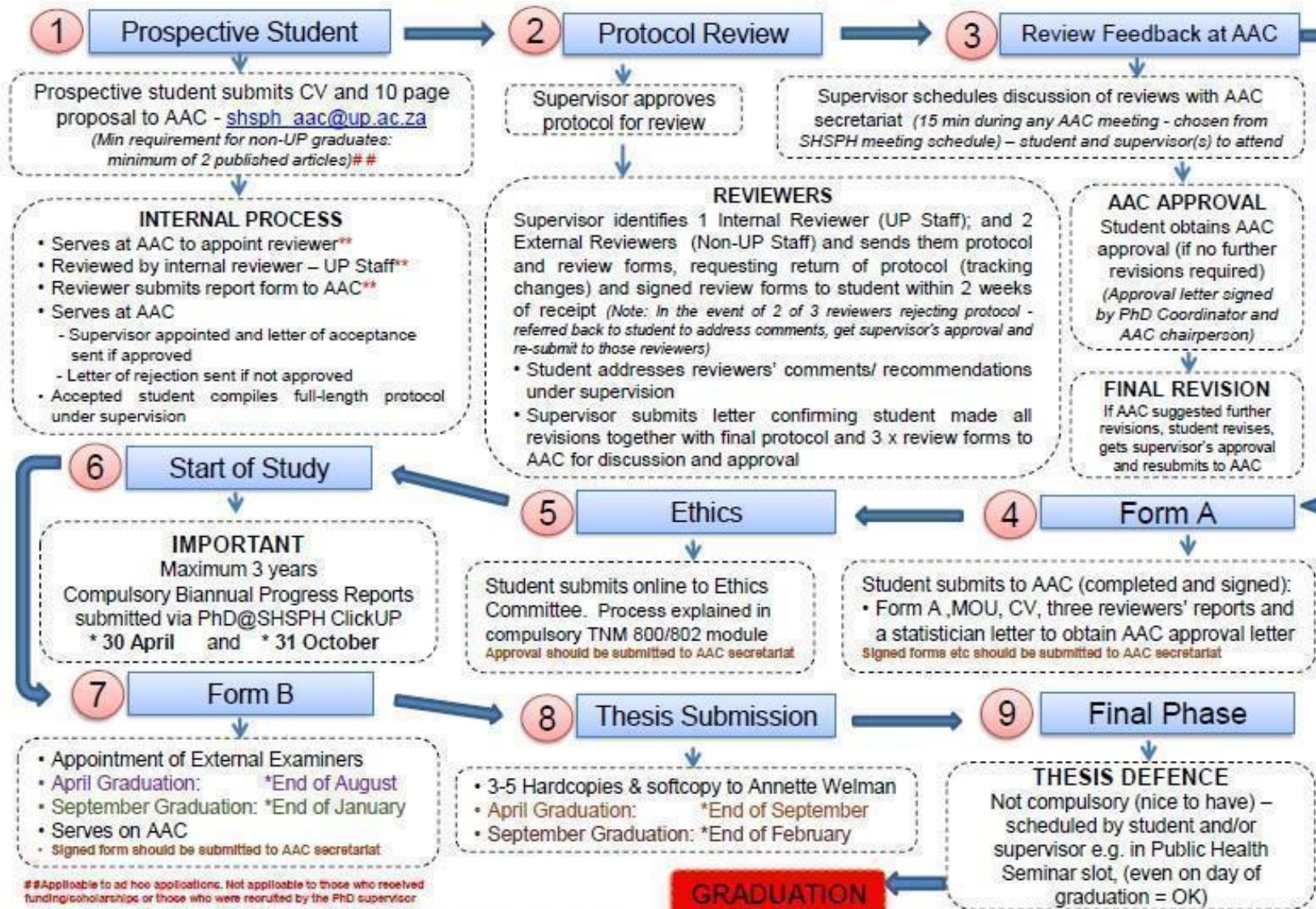
1. Approval letter from the Academic Advisory Committee (AAC) confirming that your concept protocol was reviewed and approved and confirmation of your supervisor.
2. Copy of your 10-page concept protocol
3. Curriculum Vitae (CV)
4. Academic Records
5. Degree certificates obtained in South Africa, otherwise attach SAQA approval of degree certificates, see [https://www.saqa.org.za/evaluation-foreign-qualifications?language\\_content\\_entity=en](https://www.saqa.org.za/evaluation-foreign-qualifications?language_content_entity=en)
6. Copy of your South African ID

### **International students**

7. Copy of your passport
8. SAQA approval of degree certificates, see [https://www.saqa.org.za/evaluation-foreign-qualifications?language\\_content\\_entity=en](https://www.saqa.org.za/evaluation-foreign-qualifications?language_content_entity=en)

For more information contact the AAC secretariat at the following email address: [shsphp\\_aac@up.ac.za](mailto:shsphp_aac@up.ac.za)

## PhD STEP-BY-STEP OUTLINE



## ***Roles and responsibilities***

Please download and read the document, *Guidelines for Postgraduate studies*, that is available from the Faculty of Health Sciences Research Office's webpage (<https://www.up.ac.za/faculty-of-health-sciences-research/article/1952978/postgraduate-studies-documents-and-tips-for-supervisors-and-students>).

### **Understanding your responsibilities as a student**

As an **adult learner**, you are required to take responsibility for your **progress** and not wait for your promoter(s) to remind you of the activities that are required.

Individual styles and needs differ greatly from person to person, and beyond a mandatory twice annual review of progress, there is no formal contact schedule in the university regulations. The agreement of the timing and the mode of contact are some of the aspects that form part of the postgraduate supervision contract (*Memorandum of Agreement (MoA)*):available on ClickUp).

At the very first meeting with your promoter(s) complete and sign the standard MoA and remember to ask for a copy for your records. You will have to attach a MoA when you register to attend the TNM802 module (if needed to attend this module; also see below; discuss with your promotor(s)) and when you submit your PhD project title and promoter(s) name(s) for approval by the AAC once you are registered as a UP doctoral student.

All students are required to read and understand the Faculty and University's **regulations** in terms of the study that you have embarked on: (e.g. 2023 [Home | Yearbooks 2022 | University of Pretoria \(up.ac.za\)](#)).

The Faculty has a number of requirements regarding process, documentation and format that you should acquaint yourself with at the beginning of each progressive step through your studies.

As an **adult learner** you are also required to contact the secretary of each meeting that you need approval from and ensure that your documentation is complete and correct. Also, contact the secretary after the meeting for feedback on your submission.

## PhD@SHSPH ClickUP website

The PhD@SHSPH ClickUP website has a protocol template and protocol guidelines that are useful. Please note that if you are not registered for an academic year, you will not have access to any of the ClickUP sites, and will miss crucial communications.

## Completing the TNM 802 module (if needed)

Take note that the TNM802 (Applied Research Methods module) does not form part of the PhD curriculum. Once your protocol has reached an advanced stage of development, you may attend TNM 802, but it is not compulsory to do so. Your promotor(s) can advise you whether there is a need for you to attend this module, especially if you have not attended such a module recently. Important to consider is that in the module administrative processes will also be explained, e.g. how to submit your protocol online to the Faculty Research Ethics Committee. If you will not attend TNM 802 then your promotor(s) will have to guide you through the ethics submission process.

## Doing an oral protocol defence

PhD protocol oral defences are conducted during the AAC meetings and your promotor(s) will give a 15-minute summary of the feedback received from the three reviewers (see flowchart on page 86). The dates of the meetings are available here: [2023 meeting dates](#)

According to the Faculty of Health Sciences regulations, all PhD students must have a successful protocol oral defence before the end of their **first** academic year, regardless whether the student is part-time or full-time. **Permission to extend this to the second academic year must be requested from the AAC before the end of the first academic year.**

Once your protocol has reached an advanced stage of development your promoter(s) will nominate at least two external reviewers (not from the SHSPH or UP) and one internal reviewer (from the SHSPH or UP) of your PhD protocol.

Your promoter(s) must try to nominate external reviewers with whom they (and you) have not recently worked with on research projects or recently published with to minimise bias in the review.

All three written reviews must be submitted to the AAC secretariat (email address: [shsph\\_aac@up.ac.za](mailto:shsph_aac@up.ac.za)) at **least 3 days** before the protocol defence date.

**All PhD protocol defences will again take place online via Blackboard Collaborate during an AAC meeting. Therefore, there is no need for you to physically come to the SHSPH for the PhD protocol defence.**

The PhD protocol defence panel consists of:



- Chairperson of the oral defence: Prof Janine Wichmann (PhD coordinator) or another member of the SHSPH AAC if she is not available
- your promoter/s must attend via the online meeting
- AAC members

The external/internal reviewers of your PhD protocol do not need to attend the online meeting. Your main promoter will read the feedback of the reviewers in the online meeting (maximum 15 minutes, see flowchart on page 86). There will be time for you to address the feedback of the reviewers in the online meeting.

The intent of the defence is to ensure that a PhD student has a broad understanding of the general area their thesis is located within and to ensure that the planned research is feasible with regards to completion time (3 years max), that the planned research project is fundable (ideally funds must already be available) and that the planned research will contribute new knowledge to the field.

The role of the PhD protocol defence panel is to provide you with expertise and constructive advice relevant to your thesis topic, and to offer you support.

The oral defence is one hour long (see default agenda below). The doctoral student gives a 15-25-minute presentation outlining what they want to do, why they want to do it, how they propose to do it (along with any relevant background information), the budget (and if funding is available, if not, how funding will be sourced) and finally, how they think this will contribute to new knowledge in the area. Thereafter your main promoter will read the feedback of the three reviewers in the online meeting. There will be time for you to address the feedback of the reviewers in the online meeting. The PhD protocol defence panel will also be allowed to ask questions. The question and answer session may be extended by 30 min in extraordinary cases.

After a **successful** oral defence you will make any required changes to your PhD protocol and submit to the SHSPH AAC for approval.

**PLEASE NOTE:** No oral defence will take place on the day that submissions are due to the Faculty of Health Sciences Research Ethics Committee. **Therefore, plan in advance.**

**SCHOOL OF HEALTH SYSTEMS AND PUBLIC HEALTH**  
**ONLINE ORAL DEFENCE OF PHD PROTOCOL DURING SHSPH AAC**  
**MEETINGS**

**A weblink will be given that you click on to attend the meeting**

Student: \_\_\_\_\_

Proposed title: \_\_\_\_\_

Date: \_\_\_\_\_

Time: Usually 10:00 – 11:00 (max 1 hour)

Venue: Online via Blackboard Collaborate (a weblink will be emailed to you)

Supervisor: \_\_\_\_\_

Co-supervisor(s): \_\_\_\_\_

Chair: Usually Prof Janine Wichmann, SHSPH PhD coordinator

**AGENDA**

1. WELCOME BY CHAIR
2. POWERPOINT PRESENTATION BY PHD CANDIDATE **(15 min to 25 min max)**
3. MAIN SUPERVISOR READS COMMENTS OF THE THREE REVIEWERS **(15 min maximum)**  
*The 3 reviewers only give written feedback; submitted at least 3 days before AAC meeting date. Reviewers do not need to attend the protocol defence anymore and do not give verbal feedback anymore since the PhD protocol defences were moved from SHSPH RESCOM to SHSPH AAC. Ideally the main supervisor reads the comments to the AAC members during the defence and the candidate can address the feedback then; otherwise, one of the co-supervisors reads the comments. Supervisor(s) can also add their response in the meeting.*
4. OTHER COMMENTS FROM SHSPH AAC MEMBERS **(5 min to 10 min max)**
5. CONCLUSION **(5 min max)**

### Box 1: Coursework

A PhD is a research degree and students enrolled for this degree are already advanced in the field in which they want to do research, therefore there is no prescribed coursework.

The SHSPH advises you to attend the PHM 873 module (Learning in Public Health) in the last week of January (likely in a hybrid format in 2023, i.e. in person or online) as this is an orientation and introduction to many of the systems and support structures in the Faculty of Health Sciences. There is no additional cost to attend PHM 873. If you decide not to attend PHM 873 then your promotor(s) must explain all the systems and support structures in the Faculty of Health Sciences to you.

Regarding the TNM 802 module, please refer to the sections covered above.

As mentioned before, the research methods used in your PhD thesis depend on a solid understanding of **epidemiology** and **biostatistics** as well as an advanced knowledge of the content area in which research will be conducted. Students will normally first complete an MSc/MPH degree in the SHSPH before enrolling for a PhD degree. In such cases, students will have completed most course work requirements of the PhD already. Depending on the PhD research to be conducted, attendance of further courses may be required, such as:

- Epidemiology;
- Biostatistics;
- Health Systems;
- Public Health;
- Environmental Health

Please note that if this is the case you will have to register separately as a “postgraduate medical special” student. There are additional costs involved and these modules will reflect on your academic record.

Students who completed Masters degrees elsewhere will need to convince the Chairperson of the SHSPH and the AAC (see Step 1 when you applied; page 83) that they have done sufficient course work or have obtained sufficient relevant experience. As a minimum requirement, this previous training or experience should be equivalent to the MSc/MPH degree course work requirements.

### Registering your PhD project title and approving your promotor(s)

After a **successful** oral defence of your PhD protocol, then your promotor will submit your PhD project title and promotor(s) name(s) to the AAC for approval. See meeting dates here: <https://www.up.ac.za/school-of-health-systems-and-public-health>. Email to the AAC secretariat: [shsph\\_aac@up.ac.za](mailto:shsph_aac@up.ac.za)

The SHSPH AAC will then issue an approval letter, which you need to attach to your application to the Faculty of Health Sciences Research Ethics Committee.

### **Getting Ethics Committee approval**

All research carried out in the Faculty of Health Sciences **MUST** have ethics approval. The guidelines, manual for uploading the application, required documentation and deadlines are available on the Faculty of Health Sciences Research Ethics Committee website.

The Faculty of Health Sciences Research Ethics Committee has an **online submission system** and the deadlines for submission etc. are on its [website](#).

Do not delay submission as the Ethics Committee only meets a few times a year. Once ethics approval has been given for your PhD project then you may start your data collection.

### **Doing the research**

The PhD thesis counts **360 credits**, i.e. 3 600 notional hours must be spend on it. Hence, do not conduct an overambitious project.

Remember to spend time developing your PhD protocol and obtaining funding for your PhD project as this will go a long way to making the actual “doing” of the research relatively straight-forward and stress-free. It is well worth investing time and getting it right at the protocol development stage. Make use of your promoter(s). Their task is to guide, encourage and support you during this process. Prevention (through a well-designed proposal) or early detection (through regular meetings with your promoter) and treatment (talk to your promoter and get the advice you need) is, as always, the key to a healthy research experience.



**Box 2: Academic responsibilities**

During the time of their studies, PhD students are considered to be part of the staff of the SHSPH, and will be allocated academic responsibilities by their supervisors.

**Box 3: Developing your research skills**

As an adult learner, you are required to take responsibility for your **research skills development** and not wait for your promoter to remind you of the activities that are required.

The **Graduate Support Hub** on Hatfield campus organizes various research skills activities nearly every week, e.g. writing for publications, writing up a thesis, setting up a research programme, funding opportunities, career options, etc. More information available at:

<https://www.up.ac.za/graduate-support-hub>

**Reviewing progress**

You will also have to submit a *progress report* (template available from the PhD@SHSPH ClickUP website) via the PhD@SHSPH ClickUP website, twice a year in April and October. These progress reports will be filed at the office of the Chairperson of the SHSPH (Refer to G50.1e). If your progress is not satisfactory then the Chairperson of the SHSPH will put you on probation for 3 months. Thereafter the Chairperson of the SHSPH may terminate your studies, if required (Refer to G45).

**Box 4: The question of satisfactory progress**

Please note that at the end of each academic year the progress reports are used to determine whether you have made satisfactory progress so that you may register for the next year of study. **In your first year of study, you must have a successful protocol oral defence to meet the criteria for satisfactory progress.**

**Register for your studies every year**

Do remember that you must **register for your studies** at the beginning of each year and that you have a maximum three years of study at the Faculty of Health Sciences (Refer to G44.2). Thereafter, special extension of study period needs to be applied for, which must be approved by the Dean Prof Tiaan de Jager.

## **Product**

### **Writing up your research**

As your research nears completion, it is time to **write it up and defend it**. Do not delay the writing phase. It can be started before the research is complete.

Good communication with your promoter is the key to having a relatively pain-free and productive writing experience. In collaboration with your promoter, develop a structure for your thesis; make sure you both share the same vision for this, and establish a mutually agreeable provisional time line for the completion of your thesis.

Also keep in mind what you have written in your PhD protocol as now you must expand on this by adding the results and discussion.

#### **Box 5: Two options for thesis structure**

Your promoter will guide you on your choice of thesis structure (either traditional format with chapters and proof of submitted manuscripts or a thesis including published papers). You should consult the General Regulations as well as the Faculty of Health Sciences regulations for more information on the required elements of your thesis.

### **Submitting the thesis for examination**

Your promoter(s) must inform the Postgraduate Office of the Faculty of Health Sciences (Mrs Annette Welman, email address: [annette.welman@up.ac.za](mailto:annette.welman@up.ac.za)) **three** months in advance of your intend to submit your thesis for examination (Refer to G50.4a).

Your promoter(s) must appoint two external and one internal examiner of your PhD thesis. Your promoter(s) must consult the UP Rules and Regulations regarding appointment of examiners or contact (Mrs Annette Welman, email address: [annette.welman@up.ac.za](mailto:annette.welman@up.ac.za)). The examiners will be approved at the SHSPH AAC.

Your thesis must be handed in the required format and number of copies to Postgraduate Office of the Faculty of Health Sciences (Mrs Annette Welman, email address: [annette.welman@up.ac.za](mailto:annette.welman@up.ac.za)).

Please note that there is also *paperwork* that must be completed (forms are available from [the Faculty of Health Sciences Research Office's website](#) and that your promoter(s) will be required to sign that you may submit the thesis.

Your promoter(s) will contact you approximately two months after the submission with the required changes that have been requested by the two external and one internal examiner.

Besides the submission of the final leather-bound hardcopy version, you are also required to submit your thesis electronically. The Postgraduate Office of the Faculty of Health Sciences (Mrs Annette Welman) will guide you in the process.

### **Public presentation of thesis**

Although it is not compulsory anymore, many PhD students at the Faculty still give a public presentation at the Faculty a few days before attending the graduation ceremony.

Your colleagues, friends and family may also attend. Your PhD thesis external examiners usually do not attend. The length of the presentation is 45-60 minutes. Most SHSPH PhD students present their theses at one of the Friday Public Health seminars (online or in person).

### **Timelines**

Please remember that the PhD degree is a major university degree and the process has a clearly defined and relatively complex path that is partially managed by the Faculty of Health Sciences.

This means that you must be mindful of **time line issues**. For example, if you wish to graduate in the April graduation, you should get your copies for marking to the Postgraduate Student Administrator (Annette Welman) at the Faculty of Health Sciences' Client Service Centre before the end of October, or before the end of April for September graduation. The precise dates vary from year to year. Refer to G50.1d (vi).

Final marks must be in by 15 February of the next year to graduate April of the same year and by 15 July to graduate September of the same year (Refer to G50.1d (ix)).

Updated by PhD Coordinator: Prof Janine Wichmann ([janine.wichmann@up.ac.za](mailto:janine.wichmann@up.ac.za))  
1 December 2022

## General Academic Information



Academic literacy and numeracy

Module prerequisites

Module enrolment

Assignments

Assignment front page

Plagiarism

Student / Supervisor Memorandum of Understanding (MOU)

Applied research methods (TNM 700 / TNM 802)

Procedure for writing up a research protocol

Faculty of Health Sciences Research Ethics Committee

Scientific writing (HMS 873/772)

Faculty Day

Dissertation and Thesis Specifications (Final Report)

Accreditation of modules

Concurrent registration for two study programmes

Prescribed books

Committees of the SHSPH

## ***Academic literacy and numeracy***

The SHSPH has two initiatives to support students in academic literacy and numeracy as these are key skills that students will put into practice throughout their careers

### **Academic Literacy Assistance**

Training in academic literacy forms part of the Learning in Public Health module that is scheduled at the beginning of the first year of study. Being a competent writer of academic and scientific reports and papers is essential for professionals in public health.

As part of their initial training in academic literacy, students will be required to write and edit publishable material using MS Word. Particular attention will be paid to basic grammar and logical flow, sentence and paragraph structure, related to scientific writing skills. The process of transforming academic studies into a publishable format needs editing and re-editing. It is an essential part of the skills required by successful public health professionals.

For those students who are already competent or fairly competent writers, one-on-one assistance is available through the Heads of Academic Units, who will refer them for assistance as necessary. The constant improvement in writing skills shows up in students' increased confidence as writers and better results in assignments.

Students will have the opportunity to work on compiling and editing their research protocols, dissertations or reports with assistance from their research leaders or promoters during their studies. Publications will be finalised with further guidance, during the modules HMS 771 722 871 873.

Students who struggle with the mathematical and statistical concepts in the core modules of biostatistics and epidemiology are encouraged to contact the Biostatistician at the earliest opportunity to arrange for one-on-one tuition.

### **Academic Numeracy Assistance**

In preparing your protocol and analysis of data you might encounter difficulties or questions regarding statistical matters, contact the Biostatistician for assistance. This is on an appointment basis. Please download the statistical consultation request form available on SHSPH website.

Biostatistician: Prof Alfred Musikewa, [alfred.musikewa@up.ac.za](mailto:alfred.musikewa@up.ac.za)

## ***Module prerequisites***

Module prerequisites are noted on the SHSPH timetable that is available on ClickUp

Before enrolling, ensure that you have met the modular prerequisites.

## ***Module enrolment***

Enrolment should be done by adding the specific modules to the student's UP Portal **at least three weeks before** the starting date of the module. Students are reminded to ensure they meet the minimum requirements prior to enrolling for a specific module. Where numbers are limited, enrolments will be accepted on a first-come, first-serve basis.

### **NB Cancellation of enrolment. There is a:**

- Late registration fee (registration less than three weeks before the starting date of the module); and a
- Late cancellation fee (cancellation less than three weeks before the starting date of the module for which you had enrolled).

These fees may be automatically added to your account. *Non-payment of accounts will result in you being prevented from registration for next academic year, from viewing your marks on-line and furthermore from accessing ClickUP.*

Do not assume that registration in the BSc Hobs, MPH or MSc programmes automatically guarantees attendance of any modules. The School will accommodate latecomers only where possible, as some modules have higher attendance than others. Furthermore, certain courses will not be offered should there not be a sufficient number of students. For this reason, we encourage you to register early.

### **Cancellations can be done through:**

Cancellation or deregistration of modules can be done by removing the specific modules from the student's UP Portal.

### **Attendance of modules**

The SHSPH places great emphasis on attendance and participation during attendance sessions.

Where there is an attendance requirement for a module, the SHSPH requires students to attend all the attendance sessions. However, if there are unforeseeable circumstances that arise making it impossible for the student to attend 100% of attendance sessions (including practical and group work, lecture- and seminar time) the module co-ordinator may, at their discretion, permit an absence of not more than

20% of the scheduled attendance activities for that module (this is ½ day for a 3-day module, 1 day for a 5-day module and 2 days for a 10-day module). The student must produce a written explanation (e.g. a doctor's note, a court summons etc.) and submit the written explanation to Mrs René de Waal who will place the evidence on the student's file.

It is the student's responsibility to catch up the learning and activities (also for grading purposes) that has been missed.

If a student misses more than 20% of the attendance time (e.g. one and a half days from a 5-attendance day module) then, irrespective of the reason for the absence, the student will not obtain credit for the module; and will not be able to apply for a waiver of attendance from the same module in subsequent years (i.e. will have to re-do the module).

Separate attendance registers will be circulated in the morning and afternoon sessions of all **attendance-requiring activities**. Mr. Lesiba Mpati will check to make sure that students have not missed more than 20%; where less than 20% of the module has been attended. Mr. Lesiba Mpati will check with the module co-ordinator to determine if a satisfactory reason for any absence was given. If there is no acceptable reason for the absence, or if the absence exceeds 20%, the student will not be given a credit for the module.

- **Possible acceptable reasons for absence of less than 20% might include:**
  - Illness (doctor's note required)
  - Summoned to court (copy of summons required)
  - A job interview (copy of invitation to the interview required)
  - A death in the family or of a close friend, or attendance at a funeral (a letter from the student will suffice)
  - A major crisis such as a vehicle accident or home burglary might justify a half day excused (letter please)
  - Occasionally an employer has insisted that an employee attend a meeting in which case an email will suffice (not more than ½ day please)
- **Unacceptable reasons would include:**
  - A doctor's appointment for a non-urgent matter (reschedule please)
  - Visit to the bank, movies or barber/ hairdresser etc. (do this on the weekend)
  - A child's birthday party (have the party on the weekend)

No exceptions will be made to this rule. This applies to all students enrolled for Postgraduate Diplomas, Honours and Masters Degrees.

## **Assignments**

Assignments are the basic form of assessment in many modules. They can be done on their own, or in combination with other forms of assessment. They can also be done individually, or as a group.

There is a standardised format for assignments, which should be conformed to. Note that the University of Pretoria uses UK English or South African English. It is advisable to change the default dictionary on your MS-Word programme to English (UK or South Africa). A course presenter may change the format of assignments to better serve the work that they have set. In such cases, students will be given specific instructions. Students must be sure that they understand the scope of, and instructions for, any assignment they are given before leaving the classroom.

After the assignment has been submitted, it will be evaluated within a period of approximately four weeks, and it will then be sent back to the Student Administrator's Office for record purposes and for registration of the mark. After this period, students may collect their corrected assignments from the student cabinet so that they can learn from the comments made by the assessor.

### **General guidelines for preparing written assignments**

An assignment should be considered as a report addressed to the management of a health service or programme, and it should be compiled from that point of view.

In general, preparation of an assignment begins with a literature review, which is a comprehensive and systematic way of searching for published information on a specific topic. In order to make sense of and give meaning to this information, a student should spend adequate time reviewing the literature.

There is a standard front page that must be completed and submitted with all assignments (See Assignment front page). Students may also download an electronic version from ClickUp.

### **Assignment specifications**

#### **Layout**

The standard front page (assignment front page) is a requirement.

Unless otherwise specified, the standard assignment must:

- Be six to ten pages long, excluding references, but including graphs and tables;
- Be typed in Arial 12 font size, 1 ½ or double spacing;
- Look professional, i.e., have indents, spacing, headers, footers, page numbers, titles and an index page, a bold typeface, italics, and other editing facilities, where appropriate;



- Your surname, student number and module code should be used as a header or footer;
- Contain a shaded box for the executive summary or abstract;
- Contain graphs or tables, made either by the student or downloaded from the Internet, to illustrate the assignment; and
- Be checked for spelling errors.
- Label your file name as module code\_student number\_surname. e.g OHS 873\_0123794\_Claassen.

## Structure

There are two basic structures to select from, each of which should include at least the headings listed under each structure presented below.

You must include a completed and signed front page for each piece of work that you submit for marking. This front page includes a statement about originality that you **MUST** sign. If you do not do this the submission will not be accepted. If you submit your assignment electronically then you must sign the front page and scan it and include it in your submission. The same declaration must be included in your research submissions and must be signed.

Failure to comply will result in your submission being rejected.

### Using a research paper structure

This should include an “executive summary” / abstract of not more than 250 words and the following main sections:

1. Introduction, in which you:
  - State the problem being addressed;
  - Review the available evidence;
  - Conclude with a sentence that describes the purpose of your paper.
2. Methods used, including limitations to your work or methods;
3. Results obtained;
4. Discussion and conclusions
5. References to the information you have used; in specifically:
  - Literature used (use the correct medical journal format);
  - At least three Internet sites with information of relevance to the case;
  - Other useful addresses / contacts.

### Using a policy or management report structure

This should include an “executive summary” / abstract of not more than 250 words and the following main sections:

1. Background, in which you:

- State the extent / severity of the problem, and its causes;
  - State current and potential impact of programmes, their available experience with these interventions, possibly their cost-effectiveness;
  - Conclude with a sentence that describes the purpose of your report.
2. Proposal, in which you:
    - Propose what intervention you think can be undertaken, but this should be specific;
    - List potential obstacles and how these can be overcome;
    - List potential supporting factors;
    - List experience of others elsewhere.
  3. Conclusions and Recommendations, which is a section just before the references;
  4. References to the information used; specifically:
    - Literature used;
    - At least three Internet sites with information of relevance to the case;
    - Other useful addresses / contacts.

### **Referencing method**

Students must use the Vancouver method as the preferred referencing method. It is also compulsory to include at least three journal articles and three websites as references. Information regarding the Vancouver method is available from the Academic Information Services (AIS) web page or from the librarian. The direct link to the AIS website, which has a guide on the Vancouver method, is: <http://www.library.up.ac.za/health/Vancouver.htm>.

### **Due dates**

Each assignment has a due date for submission. These dates will be announced at the time that assignments are handed out. Assignments not submitted on time will be considered as not having been submitted, and a student may consequently fail because of this. If there are valid reasons for a delay in the submission of the assignment these should be confirmed in writing with the module presenter prior to the deadline for submission.

A 10% reduction of the final mark will be invoked as a penalty for late submissions even if permission for late submission has been granted.

### **Submission**

Unless otherwise specified, assignments are submitted electronically via ClickUP. Label your file name as module code\_student number\_surname.  
e.g. OHS873\_0123794\_Claassen.

Please ensure that a completed assignment front page is sent with your assignment. Students may download an electronic version from ClickUp. No assignments will be accepted without the required signed submission form.

### **Record keeping**

Students are responsible for keeping copies of all their assignments until after they have completed their Postgraduate Diploma / degree.

### **Marks**

Students must view their marks online via the “UP Student portal” on the University website ([www.up.ac.za](http://www.up.ac.za)). For a student to be able to access their marks, they must ensure that their payments are up to date.

#### **PLEASE NOTE:**

- All requirements for modules registered for in any particular year must be completed in the same academic year.
- In the case of any assignment (also second assignments) still outstanding at the end of an academic year, the academic record will reflect that the student has not complied with the requirements of the module (code: 985). In this case the student will be required to repeat the module.

## ***Plagiarism***

### **Declaration of Originality University of Pretoria**

The School of Health Systems and Public Health (SHSPH) places great emphasis upon integrity and ethical conduct in the preparation of all written work submitted for academic evaluation.

While academic staff will teach you about referencing techniques and how to avoid plagiarism, you too have a responsibility in this regard. If you are at any stage uncertain as to what is required, you should speak to your lecturer before any written work is submitted.

You are guilty of plagiarism if you copy something from another author's work (e.g. a book, an article, a website, a fellow student or lecture notes) without acknowledging the source and pass it off as your own. In effect you are stealing something that belongs to someone else. This is not only the case when you copy work word-for-word (verbatim), but also when you submit someone else's work in a slightly altered form (paraphrase) or use a line of argument without acknowledging it. You are not allowed to use work previously produced by another student. You are also not allowed to let anybody copy your work with the intention of passing it off as his/her work. Students who commit plagiarism will not be given any credit for plagiarised work. The matter may also be referred to the Disciplinary Committee (Students) for a ruling. Plagiarism is regarded as a serious contravention of the University's rules and can lead to expulsion from the University.

The declaration which follows must accompany all written work submitted while you are a student of the School of Health Systems and Public Health (SHSPH). No written work will be accepted unless the declaration has been completed and attached.

Full names of student: .....

Student number: .....

Topic/ Title of work: .....

Module code: .....

**Declaration**

1. I understand what plagiarism is and I am aware of the University's policy in this regard.
2. I declare that this ..... (e.g. essay, report, project, assignment, dissertation, thesis, etc.) is my own original work. Where other people's work has been used (either from a printed source, Internet or any other source), this has been properly acknowledged and referenced in accordance with the SHSPH's requirements.
3. I have not used work previously produced by another student or any other person to hand in as my own.
4. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as their own work.

**Signature** .....

**Date**.....

In academic writing such as assignments, dissertations, theses, research articles and reports it is standard practice to give an overview of the current knowledge about a topic and to provide evidence to support the points that you make. This knowledge will form the foundation for your own arguments and will be integrated into your own work by:

- Quoting (using the exact words of another writer);
- Paraphrasing (expressing the ideas of another writer in your own words);
- Summarising (extracting the main points made by another writer, also in your own words); and
- Translating the original text and summarising or paraphrasing it.

If you do not acknowledge other writers correctly, it indicates either that

- You have not yet mastered the skill of referencing (citation) – which can be learned with the help of your lecturers and the [guidelines](#) that we provide; or
- You have given in to cheating, which constitutes criminal behaviour.

In either case, you will be accused of PLAGIARISM, which can have serious consequences for your academic career and eventually for your professional career. Please read the [definition of plagiarism](#) and familiarise yourself with UP's policies and regulations regarding plagiarism.

Do not imagine that it is acceptable to plagiarise in a “draft” version of an assignment that is submitted to an academic staff member for comments prior to finalisation. Such material, too, must be correctly quoted or paraphrased in order to make it your own and sources used must receive full credit and acknowledgement.

If you think that you might be guilty of plagiarism in an assignment, research protocol or research report, don't fool yourself into thinking that you won't be found out. Please check with the academic staff member concerned before you submit your work.

Each assignment is required to be accompanied by a declaration of academic integrity. This is accomplished by signing the declaration on the front page and attaching the signed declaration to each and every submission, even if it is only to be considered as a “draft”. If you do not do this the submission will not be accepted or marked or commented upon, and the resulting delays in submission may result in your work being judged as “late” with subsequent penalties.

For more information on the plagiarism policy of the university, please contact the library or visit the library's website.

## ***Student / Supervisor Memorandum of Understanding (MOU)***

Upon allocation of supervisor, a MOU should be signed between a student and supervisor. The purpose of this MOU is an agreement of the research path moving forward during the study period. This is applicable to all students (Hons, MPH, MSc, MMed and PhD students). The MOU can be downloaded from ClickUp.

## ***Applied research methods (TNM 700 / TNM 802)***

This module is compulsory for all postgraduate (BSc Hons, Masters and Doctoral) students at the Faculty of Health Sciences and should be completed before students commence their research. Ideally it should be enrolled for:

- In the second half of the first year of study (full-time students);
- In the second year of study (part-time students).

The objective of this module is to enable students to prepare and finalise a protocol for any research study. Students are expected to finalise their research topic and draft protocol with their supervisor and co-supervisor (if applicable) no later than **four weeks** before the start of the TNM 700 / 802 module.

Students must remember:

- To contact the Head of Academic Unit at least 8 weeks before the module and to present their research idea/s;
- To make use of the [protocol template](#) and guidelines on ClickUp;
- To meet their allocated supervisor at least 4 weeks before the module so that there is sufficient time to prepare a draft protocol;
- After registering for the TNM700/802 at the student administration office, you will need to book your place on the TNM700/802 of your choice (various offerings with different dates throughout the year) by going to ClickUP and navigating to the TNM700/802 page.
- Prior to attending the course, you will be required to complete certain prerequisites and some pre-course work which has to be approved by your supervisor and submitted via ClickUP.
- The roadmap regarding the above can be found on the course site on ClickUP.
- One of the prerequisites includes a session at the Medical Library. You should do this in the months preceding the actual course you plan to attend. Book your place on the TNM802 site in ClickUP.
- Book your place on a TNM700/802 course of your choice as well as the Library slot of your choice. Hurry as each course is restricted to between 10 and 30 students!
- No bookings can be done by the course presenters, or departmental administrators or student administration. Most presenters have a fixed number of students that they can

accommodate, so it is advisable to book your spot as soon as you have completed your academic plan for the year. Only online bookings will be accepted.

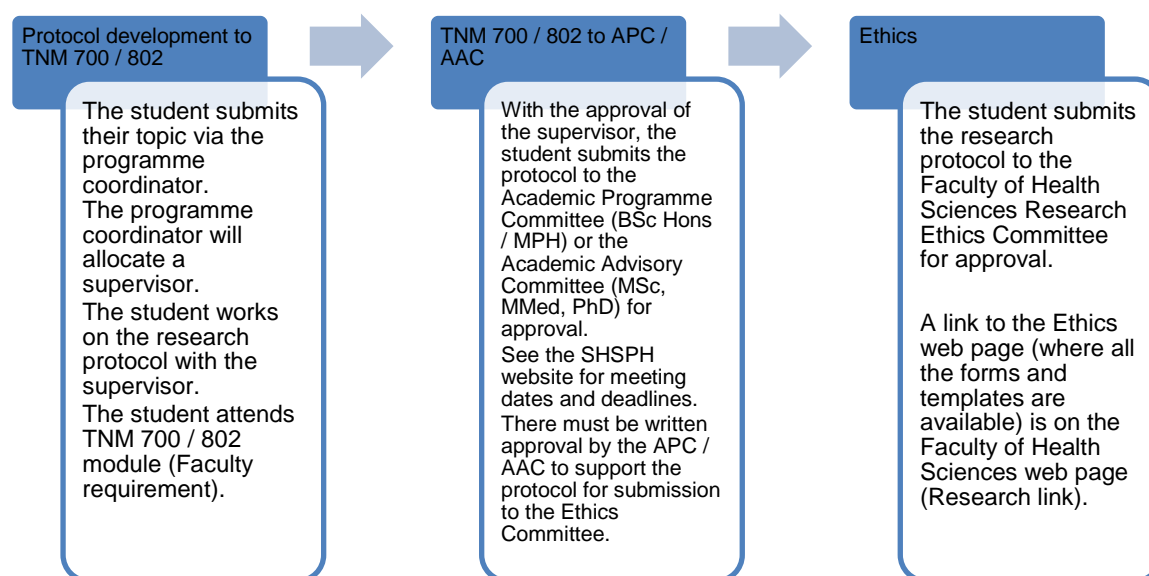
- A full copy of the draft protocol document will be shared with the course presenter on the **first day** of the module (this will be either electronic, or else collected in person prior to the start of the module) if a contact module.
- If an online offering, the module co-ordinator will communicate when the protocol should be submitted prior to the course.
- Note that the TNM 700/802 course is NOT a protocol development module, but rather a protocol REFINEMENT module. Without a document to work with, you will not be able to complete the course and will have to re-book and re-attend. Your supervisor's input into the development of the protocol and the TNM process will be invaluable.

Students will improve on this draft throughout the week of the module. All issues related to the title, study design, sampling methodology, data analysis, execution of the study, and ethical considerations, will be discussed. Students will reflect on how well these topics have been covered in their respective protocols. At the end of the week, each student should have a “near ready” protocol. After approval of the protocol by the supervisor and co-supervisor (if applicable), the protocol can be submitted to the relevant academic committee for approval, followed by submission to the Faculty of Health Sciences Research Ethics Committee (FHSREC).

The module consists of group sessions in the morning and individual self-study in the afternoon and evening to read, redraft, and improve the protocol. Depending on the TNM offering, on the last day of the module each student will give a formal PowerPoint presentation of their intended research. Previous biostatistics and epidemiology training is essential. Also, see “Procedure for writing up a research protocol”.



## ***Procedure for writing up a research protocol***



### ***Faculty of Health Sciences Research Ethics Committee***

All MSc, MMed and PhD protocols have to be approved by the Academic Advisory Committee (AAC) before being submitted to the FHSREC.

All BSc Hons and MPH protocols have to be approved by the SHSPH Academic Programme Committee (APC) before being submitted to the FHSREC.

The submission requirements and forms are updated regularly and students should always confirm the latest requirements before submission. A link to their [webpage](#) is available from the Faculty of Health Sciences web page. Note the three important dates:

1. Submission dates (All documents, supervisor approval, Head of Department approval needed)
2. Preliminary meeting dates (First discussion of the application by smaller team)
3. Committee dates (Final discussion and approval given or denied with documentation)

Students are to personally submit the required documentation via electronic review and one hardcopy to the secretary of the FHSREC before the deadline. Dates for protocol submissions, preliminary meetings and the main meetings are available on the [Committee web pages](#).

The student will be informed of the outcome and subsequent actions via e-mail.

After approval of the research protocol, the student may start their research under close supervision of the supervisor (and co-supervisor, if applicable).

### ***Scientific writing (HMS 771 772 871 873)***

**NOTE:** Students need to ensure that they are registered before enrolling for Scientific Writing.

This module (which is presented twice a year) aims to assist masters and doctoral students who have completed their research, to **publish** the final document required by their degree programme. In the case of Masters and Doctoral students, this will be a peer-reviewed publication in an accredited journal.

**This is the last module you will attend as a student in the study programme for which you are registered!**

The course is interactive and teaches the principles of scientific English, as well as logical flow of writing. As a result, students are required to attend all the contact/on-line sessions (100% attendance) and will be expected to do assignments after hours. There are two sessions, the first session will be on-line and the second session will be a contact or on-line session, both of which will be held in a Computer Laboratory, and can only be attended after successful completion (including assignment submission).

During session one (first two days), masters and doctoral students will be expected to submit a draft manuscript, accompanied by the author guidelines from a targeted journal to which they plan to submit the manuscript. The draft manuscript will be submitted for marking, and this will comprise 40% of the total module mark.

During the second session (three days), individual technical assistance will be provided in class allowing the student to improve the manuscript. The revised manuscript/research report will then be submitted on ClickUP for grading, and this will comprise 60% of the total module mark.

#### **Admission into HMS 873/772 (Scientific Writing)**

Before admission to the Scientific Writing module, students should receive approval from their supervisor, confirming that they qualify to attend the module. Once the supervisor approves, students may enrol by completing the Module **Admission Form** (two weeks prior to the commencement of the module) which can be downloaded from ClickUp **Students can only access the module on ClickUP once they have registered.**

The application for the module must be approved and signed by the research supervisor. All data must've already been gathered and analysed as results prior to application for this module. A draft publication and choice of journal is essential before joining this module and must be brought to class in an electronic format. University computers are available for use, although the students are advised to bring their own laptops. There is free Wi-Fi access at the University campus. ***NB: Students will not be able to access the module content on ClickUP if their accounts are not up to date.***

## ***Faculty Day***

All registered students are encouraged to participate in the annual Health Sciences Faculty Research Day held in August each year. A student can participate by attending sessions and/or submitting an abstract for consideration. All scholarship students are required to participate in Faculty Day by submitting an abstract for a scientific poster. The SHSPH will pay for all the expenses incurred in the production of an accepted poster or oral presentation for students who are registered in the School.

## ***Dissertation and Thesis Specifications (Final Report)***

### **General guidelines:**

- Postgraduate students should consult their supervisor on the general layout of a mini-dissertation, dissertation or thesis.
- The University of Pretoria publishes General Regulations and Rules annually, some of which pertain to postgraduate degrees, dissertations and theses, in all faculties.
- All postgraduate students should read this document.

### **Specific guidelines**

The document should be written in the following format:

- The typeface should be 12-point font size, 1.5 spacing;
- The report must be professional, i.e., have indents, spacing, headers, footers, page numbers, headings (and subheadings), an index page, bold typeface, italics, and other editing facilities, where appropriate;
- Each chapter must start on a new page;
- Figures or tables included in the thesis or dissertation must have a title and the appropriate citation if copied or modified from another source;
- The document must be checked for correct spelling, grammar, units and statistical accuracy; Note: using English UK or English South Africa dictionary
- Length: Mini-dissertation 50 pages; MSc/MMed 70-100 pages and PhD 100 pages or more.

- Plagiarism guidelines must be implemented. Consult the Library webpage.

## Format

- Title Page (See General Rules and Regulations)

The front page MUST have the following information:

*(The full title of the dissertation/thesis) by (the full name of the student and student number)*

*Submitted in partial fulfilment of the requirements for the degree in the Faculty of Health Sciences, University of Pretoria, (Year and date of submission).*

*Name of Supervisor (and co-supervisor, if applicable)*

- Abstract/Summary/Synopsis (with keywords)  
Not more than 250 words. For our purposes, use four headings: Introduction, Methods, Results, and Conclusion. Six keywords are generally acceptable.
- Table of Contents
- List of Tables
- List of Figures
- List of Abbreviations and Acronyms
- Acknowledgements
- Declaration of original authorship (see University Rules and Regulations)

"I declare that the dissertation/thesis, which I hereby submit for the degree .....at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at another university".

Signature \_\_\_\_\_ Date: \_\_\_\_\_

The general guidelines for the format of a dissertation thesis are given below. Please also note the guidelines for dissertations and theses in the University General Regulations and rules as updated annually on the University website.

## **Suggested Outline for Traditional Format**

- **Chapter 1: Introduction**

- Background and motivation for research
- Research problem / hypothesis
- Research Aims and Objectives
- Benefits resulting from research

(Please Note: these sections are usually an expansion of your research protocol)

- **Chapter 2: Literature Review**

- Overview of the study field
- Headings and subheadings related to your research objectives and/or key words

- **Chapter 3: Methods**

- Study design (Qualitative/Quantitative/Mixed)
- Study setting/area
- Study population:
  - Inclusion/exclusion criteria
  - Sampling methods/data collection strategies
  - Sample size
- Data analysis methods for each data set
- Instrumentation and materials, as applicable

- **Chapter 4: Results/Findings**

- (This can be three or four chapters for a PhD)

- **Chapter 5: Results/Findings**

- Continuation of results/findings

- **Chapter 6: Discussion**

- (Use only your own findings/results and compare the literature you reviewed in Chapters 1 and 2).

- **Chapter 7: Conclusions and recommendations**

- (Your conclusions should be linked to your research aim and objectives to directly solve the problem identified in Chapter 1.

- **References:**

- All work cited in your research must be correctly referenced, using the Vancouver referencing method.

- **Appendices:**

- Consent forms, Ethics approval, etc.

## Suggested Outline for Parts A-B-C Format

- **Part A: Introduction**
  - Title page
  - Dedication page (*if so wished*)
  - Acknowledgements: This should include a description of contributions made by each person listed as a co-author in the journal article
  - Table of contents
  - Executive summary (*for the whole mini-dissertation*)
  - Introduction (*may overlap with Part B*)
  - Background (*may overlap with Part B*)
  - Literature review (*may overlap with Part B*)
  - Problem statement
  - Purpose of the study
  - Researchers' assumptions (qualitative studies)
  - References (for this section)
  - **Note:** This part allows you to include the details regarding their context, essential literature and the nature of the research etc
- **Part B: Journal Article**
  - Journal article
  - Journal guidelines
  - **Note:** This section includes the chief focus of examination, namely the article with the most important findings as well as the instructions to authors for the targeted journal. It is essential that the article meet all the journal requirements as prescribed and should be able to be detached from the rest of the report and be submitted as is
- **Part C: Secondary Finding/Policy Implications**
  - Presentation and discussion of secondary findings (not included in Part B)
  - Policy implications (where appropriate)
  - Limitations (may overlap with part B)
  - Conclusions
  - Recommendations
  - Reflections [qualitative]
  - References for this section
  - Appendices
    - Questionnaires and data collection tools
    - Ethics consent forms
    - Letter of approval from Ethics committee
    - Any other relevant technical appendices (i.e. sample size calculation, laboratory techniques, additional tables etc.)

- **Note:** Secondary research findings as well as a more detailed health policy and management implications of the research are included here.

### **Submission of the mini-dissertation/dissertation/thesis**

For MPH mini-dissertations: Two final reports for marking must be submitted to the SHSPH Administrator. Students must also sign the submission form (MPH2) which is co-signed by the research supervisor. One of the components of the MPH2 form is a declaration that the original/raw data have been submitted for storage. No submission will be accepted if the original data have not been received. A standard label form is available on ClickUp. After approval of the examiners, the mini-dissertation is sent to the Faculty of Health Science Student Administration for the examination procedure. Once the feedback from the examiners is received, and the corrections/amendments are implemented, a leather-bound final copy for the library must be submitted before graduation. Students may not graduate until the library copy has been received by an SHSPH Administrator.

For MSc/MMed dissertations: completion of the relevant forms and submission of the dissertation is directly to the Postgraduate Office at the Faculty of Health Science Student Administration.

For PhD theses: completion of the relevant forms and submission of the dissertation is directly to the Postgraduate Office at the Faculty of Health Science Student Administration.

NB: MMed, MSc and PhD students must hand in both the dissertation/thesis and the journal article/s at the same time. The journal article/s must conform to the instructions for authors of the targeted journal(s).

### **Evaluation of the MPH mini-dissertation/ MSc and MMed dissertation/ PhD thesis**

The final report will be marked by an internal and external examiner(s).

### **Guidelines on authorship**

All persons designated as authors should qualify for authorship. Each author should have participated sufficiently in the work to take public responsibility for the content.

Authorship credit should be based only on substantial contributions to:

- Conception and design, or analysis and interpretation of data;
- Drafting the article or revising it critically for important intellectual content; and
- Final approval of the version to be published.

All three of the above conditions must be met. It is customary that the student is the first author, unless the research design and conception were those of the supervisor; the supervisor provided much of the background literature, and the supervisor was

responsible for the interpretation of the data and conversion of the academic report into a format suitable for submission to a peer-reviewed journal.

In other words, if the student's role was limited to data collection and initial data analysis, the student will not be listed as the first author.

In other words, if the student's role was limited to data collection and initial data analysis, the student will not be listed as the first author.

### **Intellectual property**

With regard to intellectual property, all students are required to acquaint themselves with the General Regulations (G 57) of the University of Pretoria.

## ***Accreditation of modules***

### **General Information**

Students are encouraged to explore other institutions for courses and modules that may strengthen learning and career goals, as the School of Health Systems and Public Health can only offer a limited choice of formal learning programmes.

Please note that **only modules or courses completed within the past four years** will be considered for accreditation, and that accreditation cannot be partial. You are given either full accreditation for a module or none at all. The University allows, theoretically, up to 50% of all course requirements for any University degree to be taken from elsewhere, provided, of course, that the quality and equivalence of such courses are recognised. However, this does not constitute an easy way to upgrade your qualification. This option is exclusively meant to add those courses or modules or learning experiences to our programmes are considered worthwhile but are not offered by the University of Pretoria for financial or logistical reasons.

### **Procedure for accreditation or waiver of modules done elsewhere:**

Before any module can be accredited, the student must make sure that all fees are paid to date. If fees are not up to date, the application will not be considered.

The application form for accreditation of modules is available from the Student Administrator and must be accompanied by:

1. A motivational letter, which must state clearly the module that the student wishes to be credited for at the SHSPH, its code and the number of credits applied for. The letter must include:
  - The name of the institution where the equivalent course was done;
  - The syllabus reflecting the content and outcomes of the module passed;
  - The dates on which the course was started and completed.
2. The following original supporting documents. (Copies will be made on site):



- Detailed course syllabus and timetable;
- Proof of completion, by way of a certificate that was awarded or an academic record;
- The nature of the assessment of the module;
- Proof of passing that assessment;
- An indication of whether the course was done as part of a degree or postgraduate Diploma.

The Student Administrator will attach an updated academic record and a letter of confirmation if the fees are up to date. All submissions must be submitted to the Academic Programme Committee.

The module coordinator will evaluate the application to see if there is a sufficient overlap between the course / module done previously and the module for which accreditation is requested, and will make a recommendation to the Academic Programme Committee.

The Academic Programme Committee will review the application and submit it to the Health Sciences Faculty for approval.

Note: All applications are approved / refused by the Health Sciences Faculty for the reason that requirements for submission may change during the course of the year. Students should familiarise themselves with the current requirements before submitting an application.

### **Deadline for applications for accreditations and waivers**

All applications must be submitted before the end of May of each year.

## ***Concurrent registration for two study programmes***

### **Rules**

The following rules apply for concurrent registration:

- Concurrent registration for two study programmes is a privilege and not a right.
- Applications must be submitted via the Academic Programme Committee.
- Concurrent registration will only be considered for PhD degrees, Masters Degrees and Postgraduate Diplomas completed at the School of Health Systems and Public Health.
- The student must have spent at least one calendar year in the current study programme before applying for registration for a second study programme and all modules already completed in the current study programme must have been passed satisfactorily.
- Retrospective concurrent registration is not possible.

- Concurrent registration may NEVER be an excuse not to fulfil ALL requirements of BOTH study programmes.
- In case of the MPH degree, the second programme of study may only be a postgraduate Diploma.
- If the current field of study is a postgraduate Diploma, then the second programme of study may be another postgraduate Diploma.
- There may be no **OVERLAP** of modules in the two study programmes.

### Procedure for applying for concurrent registration

The following procedure must be followed in applying for concurrent registration:


- Students must first discuss the option with the current Head of Academic Unit and complete the form (available from the Student Administrator).
- Applications should be sent to the Academic Programme Committee at [lesiba.mapati@up.ac.za](mailto:lesiba.mapati@up.ac.za).
- The student must make sure that all fees are paid up to date.
- If fees are not up to date, the application will not be processed.
- Application must include a letter of motivation by the student. The letter should clearly state the student's current study programme, the second study programme applied for, as well as a written plan of intent to complete the current study programme.
- The Student Administrator will attach an updated academic record and a letter to confirm that fees are up to date.
- The forms will be sent to the course coordinator of the second study programme.
- The forms will then be presented at the Academic Programme Committee for review.
- The application will then be sent to the Health Sciences Faculty for **final** approval.

Students should enquire about the outcome of their application 4-6 weeks after submission.
--

The FLY@UP initiative aims to ensure that our students finish their studies within the stipulated time frame. At the SHSPH, Mrs Kgomotso Modingoana drives the FLY@UP initiative by:

- Ensuring that students have research supervisors and refined research topics
- Checking whether modules are completed before the track and core exams are written
- Encouraging students to start with their research on time in order to complete their studies in the time frame stipulated by the university
- Ensuring that the students attended the Scientific Writing module before submitting the research (this is the last module and students often forget to register for the module)
- Follow up on Assignments that are not submitted
- Follow up on whether all the marks are captured before student's submit their Dissertation
- Ensuring that we give our students support where needed to complete their studies


FLY@UP: The Finish Line is Yours	<a href="http://www.up.ac.za/fly@up">www.up.ac.za/fly@up</a>	
----------------------------------	--	--



**FLY** stands for: **the FINISH LINE IS YOURS!**


*At the University of Pretoria (UP), we are encouraging students to **take responsibility** for their own finish lines and to #graduateontime. We believe in you, our students and that more of you can graduate in the minimum allocated time. FLY@UP's role is to improve retention and to encourage students to keep up with their class and to graduate with them.*


*For more information visit our website: [www.up.ac.za/fly@up](http://www.up.ac.za/fly@up)*



**Think carefully about choosing or dropping modules**


There are many things you can do to ensure that you choose the correct modules and field of study.

- Find out about prerequisites.
- Know the educational pathway for your course.
- Shadow someone in the profession.
- Career App.tizer 



**Manage your time and work consistently**

Module credits should guide you. The **average** student would need spend most of their time on attending all classes, studying for tests and doing assignments and homework. Consult your yearbook or [www.up.ac.za/fly@up](http://www.up.ac.za/fly@up) for more.



**Aim for a good semester mark**

One way of working towards finishing in the minimum time is to **aim for a good semester mark** rather than relying on the exam to pass.

If you have a semester mark of 40%, you must obtain 60% in the exam to pass your semester. Do you really want to take that chance?

## Prescribed books

It is recommended that students also refer to the information that is available on the website (<http://shsph.up.ac.za/>) concerning the latest list of prescribed books.

Master module code	Postgraduate Diploma module code	Module name	Prescribed book
BOS 870	BOS 770	Biostatistics 1	Pagano, M and Gauvreau, K. Principles of Biostatistics. 2nd edition. 2000. Pacific Grove: Duxbury.
BOS 873		Survival Analysis	Kleinbaum, David G. Survival Analysis: A Self-Learning Text. Springer-Verlag: New York. 1996. ISBN: 0-387-94543-1 OR Cleves M, Gould W, Gutierrez RG, Marchenko YV. An Introduction to Survival Analysis Using Stata. Revised 3 <sup>rd</sup> Edition. STATA Press: USA. 2016. Weblink: <a href="https://www.amazon.com/Introduction-Survival-Analysis-Using-Revised/dp/1597181749">https://www.amazon.com/Introduction-Survival-Analysis-Using-Revised/dp/1597181749</a>
CDC 880	CDC 770	Introduction to Disease Prevention and Control	Heymann DL. Control of Communicable Diseases manual. 20 <sup>th</sup> ed. Washington: American Public Health Association; 2014 and Jamison DT, Breman JG, Measham AR, et al (ed). Disease Control Priorities in Developing Countries. 2 <sup>nd</sup> ed. New York: Oxford University Press; 2006. ( <a href="#">available in PDF</a> ) and Joubert G & Ehrlich, R. Epidemiology: A Research Manual for South Africa (2nd edition) Oxford University Press; 2007 (or 3rd edition if available)
CDC 876	CDC 777	Principles of Communicable Disease Control	Heymann DL, editor. Control of Communicable Diseases manual. 20 <sup>th</sup> ed. Washington: American Public Health Association; 2014
CDC 877	CDC 778	Seminars in Tropical Health 2 (Agent)	Bogitsh BJ, Carter CE, Oeltmann TM. Human Parasitology, 5 <sup>th</sup> ed. Oxford: Elsevier; 2018 OR Peters W, Pasvol G. Atlas of Tropical Medicine and Parasitology: Text with CD-ROM. 7 <sup>th</sup> ed. Maryland: Mosby; 2018. AND Service MW. Medical entomology for students. 5 <sup>th</sup> ed. Cambridge: Cambridge University Press; 2012. (Available in pdf)
CDC 878	CDC 779	Seminars in Tropical Health 3 (Environment)	Nadakavukaren A. Our Global Environment: A Health Perspective. 8 <sup>th</sup> ed. Illinois: Waveland Press Inc.; 2020.
CDC 879	CDC 780	Seminars in Tropical Health 1 (Host)	De Pee S, Taren D, Bloem MW, editors. Nutrition and Health in a Developing World 3 <sup>rd</sup> ed. Totowa: Humana Press; 2016. AND Nelson K, Williams C, Graham N, editors. Infectious disease epidemiology: theory and practice. 3 <sup>rd</sup> ed. Burlington, MA: Jones & Bartlett Learning; 2014.
CDE 870		Principles of Chronic Disease Epidemiology	Remington PL, Brownson RC, Wegener MV. Chronic Disease Epidemiology and Control. 3rd ed. Washington: American Public Health Association; 2010 Kuh D, Ben-Shlomo Y, Ezra S, editors. A Life Course Approach to Chronic Disease Epidemiology. 2nd ed. New York: Oxford University Press; 2004.

	CDS 771	Clinical Tropical Medicine (1-5)	Hotez P, Junghanss T, Kang G. Manson's Tropical Diseases. 23 <sup>rd</sup> ed. Maryland: Mosby; 2013 OR Ryan ET, Hill DR, Solomon T, et al. Hunter's Tropical Medicine and Emerging Infectious Disease. 10 <sup>th</sup> ed. Canada: Elsevier; 2020 OR Eddleston M, Davidson R, Brent A, Wilkinson R. Oxford handbook of tropical medicine. 4 <sup>th</sup> ed. New York: Oxford University Press; 2014, OR Peters W, Pasvol G. Atlas of Tropical Medicine and Parasitology: Text with CD-ROM. 7 <sup>th</sup> ed. Maryland: Mosby. 2018.
CDS 871	CDS 775	Outbreak Investigation and Response	David L Heyman. Control of Communicable Diseases Manual. 20 <sup>th</sup> ed. Washington: American Public Health Association; 2014 AND MacDonald PDM. Methods in Field Epidemiology. Burlington, MA: Jones and Barlett Learning; 2012
CDS 873	CDS 773	Human Nutrition and Public Health	Hughes R, Margetts BM. Practical Public Health Nutrition. Oxford: Wiley-Blackwell; 2011
CLI 870 / CLI 872	N/A	Principles of Clinical Epidemiology	Grobbee DE, Hoes AW. Clinical Epidemiology: Principles, Methods, and Applications for Clinical Research. 2 <sup>nd</sup> Edition. Jones and Bartlett Publishers. 2015. Weblink: <a href="https://www.amazon.com/Clinical-Epidemiology-Principles-Applications-Research/dp/1449674321">https://www.amazon.com/Clinical-Epidemiology-Principles-Applications-Research/dp/1449674321</a> OR Fletcher RH, Fletcher SW, Fletcher GS. Clinical Epidemiology: The Essentials. 5 <sup>th</sup> Edition. Lippincott, Williams and Wilkins. 2014. Weblink: <a href="https://www.amazon.com/Clinical-Epidemiology-Robert-Fletcher-MSc/dp/1451144474">https://www.amazon.com/Clinical-Epidemiology-Robert-Fletcher-MSc/dp/1451144474</a> OR Haynes RB, Sackett DL, Guyatt GH, Tugwell P. Clinical Epidemiology: How to do Clinical Practice Research. 3 <sup>rd</sup> Edition. Lippincott, Williams and Wilkins. 2006. Weblink: <a href="https://www.amazon.com/Clinical-Epidemiology-Practice-Research-EPIDEMIOLOGY/dp/0781745241">https://www.amazon.com/Clinical-Epidemiology-Practice-Research-EPIDEMIOLOGY/dp/0781745241</a>
CLI 871 / CLI 873	N/A	Evidence-Based Medicine	Straus SE, Glasziou P, Richardson WS, Haynes RB. Evidence Based Medicine: How to Practice and Teach EBM. 5 <sup>th</sup> Edition. Elsevier. 2019 Weblink: <a href="https://www.amazon.com/Evidence-Based-Medicine-How-Practice-Teach/dp/0702062960">https://www.amazon.com/Evidence-Based-Medicine-How-Practice-Teach/dp/0702062960</a> OR Doi S. Understanding Evidence in Health Care: Using Clinical Epidemiology. Palgrave Macmillan. 2012. Weblink: <a href="https://www.amazon.com/Understanding-Evidence-Health-Care-Epidemiology/dp/1420256696">https://www.amazon.com/Understanding-Evidence-Health-Care-Epidemiology/dp/1420256696</a>

EHM 881	EHM 772	Basis of Environmental Health	Robert H. Fris (ed). Essentials of Environmental Health. Essential Public Health series. Jones and Bartlet Publishers. 2007 ISBN-13:978-0-7637-4762-6 Weblink: <a href="http://www.amazon.com/Essentials-Environmental-Health-Essential-Public/dp/1284026337">http://www.amazon.com/Essentials-Environmental-Health-Essential-Public/dp/1284026337</a>  (There are at least 2 copies in the UP medical library)
EHM 872		Methods in Exposure Assessment	White E, Bruke K. Principles of exposure measurement in epidemiology. "Collecting, evaluating and improving of disease risk factors, 2nd edition. Armstrong Rodifo Saracci. Oxford University 2008.
	ELH 770	Executive Leadership for Health	Marcus LJ, Dorn BC, McNulty EJ. Renegotiating Health Care. 2nd Edition. 2011
EOH 873	EOH 775	Introduction to Occupational and Environmental Health	Baker D, et al. Environmental Epidemiology. Students can download the previous version of the textbook for free. WHO/SDE/OEH/99.7. <a href="http://whqlibdoc.who.int/hq/1999/WHO_SDE_OEH_99.7_(chapter1-4).pdf">http://whqlibdoc.who.int/hq/1999/WHO_SDE_OEH_99.7_(chapter1-4).pdf</a> <a href="http://whqlibdoc.who.int/hq/1999/WHO_SDE_OEH_99.7_(chapter5-7).pdf">http://whqlibdoc.who.int/hq/1999/WHO_SDE_OEH_99.7_(chapter5-7).pdf</a> <a href="http://whqlibdoc.who.int/hq/1999/WHO_SDE_OEH_99.7_(chapter8-12).pdf">http://whqlibdoc.who.int/hq/1999/WHO_SDE_OEH_99.7_(chapter8-12).pdf</a>
EOH 872		Introduction to Toxicology	Hodgson E (Ed) Essentials of Toxicology. A textbook of Modern Toxicology, 4th Edition. Wiley & Sons. 2010. ISBN 0-07-138914-8. Available at the UP Medical library
EOM 870	EOM 770	Environmental Epidemiology	Baker Dean, Nieuwenhuijsen MJ. Environmental Epidemiology: Study methods and application. Oxford University Press, USA; 1st edition. 2008 ISBN-10: 0198527926 or ISBN-13: 978-0198527923 Order from Amazon: <a href="http://www.amazon.com/Environmental-Epidemiology-Study-methods-application/dp/0198527926">http://www.amazon.com/Environmental-Epidemiology-Study-methods-application/dp/0198527926</a> (There are at least two copies in the UP medical library)  Students, who do not want to buy the textbook, can download the previous version of the textbook free. Environmental Epidemiology (Ed. D. Baker, et al); WHO/SDE/OEH/99.7. <a href="http://whqlibdoc.who.int/hq/1999/WHO_SDE_OEH_99.7_(chapter1-4).pdf">http://whqlibdoc.who.int/hq/1999/WHO_SDE_OEH_99.7_(chapter1-4).pdf</a> <a href="http://whqlibdoc.who.int/hq/1999/WHO_SDE_OEH_99.7_(chapter5-7).pdf">http://whqlibdoc.who.int/hq/1999/WHO_SDE_OEH_99.7_(chapter5-7).pdf</a> <a href="http://whqlibdoc.who.int/hq/1999/WHO_SDE_OEH_99.7_(chapter8-12).pdf">http://whqlibdoc.who.int/hq/1999/WHO_SDE_OEH_99.7_(chapter8-12).pdf</a> However, some chapters of the new textbook are not in the old textbook, so students need to get copies of those chapters then.
EPM 870		Epidemiology 2	Rothman KJ. Epidemiology: An introduction. 2nd Edition. Oxford University Press, 2012

EPM 873		Conducting Surveys	Heeringa SG, West BT, Berglund PA. Applied Survey Data Analysis. (Statistics in the Social and Behavioural Sciences Series). 2 <sup>nd</sup> Edition. Chapman & Hall/CRC Press: Taylor & Francis Group. 2017. Weblink: <a href="https://www.amazon.com/Applied-Analysis-Statistics-Behavioral-Sciences/dp/1498761607">https://www.amazon.com/Applied-Analysis-Statistics-Behavioral-Sciences/dp/1498761607</a>
HME 874		Epidemiology 1	Joubert G & Ehrlich, R. Epidemiology: A Research Manual for South Africa (2nd edition) Oxford University Press; 2007 (or 3rd edition if available) Recommended: Bonita, R; Beaglehole, R & Kjellstrom, T. Basic Epidemiology 2nd edition. World Health Organisation. 2006. Available online: <a href="http://whqlibdoc.who.int/publications/2006/9241547073_eng.pdf">http://whqlibdoc.who.int/publications/2006/9241547073_eng.pdf</a>
	HME 772	Epidemiology Primer	Bonita, R; Beaglehole, R & Kjellstrom, T. Basic Epidemiology 2nd edition. World Health Organisation. 2006. Available online: <a href="http://whqlibdoc.who.int/publications/2006/9241547073_eng.pdf">http://whqlibdoc.who.int/publications/2006/9241547073_eng.pdf</a>  Recommended: Webb P, Bain C, Pirozzo S. Essential Epidemiology: An introductory for students and health professionals. Publishers: Cambridge University Press. 2005  Joubert G & Ehrlich, R. Epidemiology: A Research Manual for South Africa (2nd edition) Oxford University Press; 2007
	HST 770	Health system and transformation policy (include political analysis, strategy and finance options)	Roberts MJ, Hsiao W, Berman P, Reich MR. Getting Health Reform Right: A Guide to Improving Performance and Equity. Oxford University Press. 2008.
OCM 870	OCM 772	Principles of Occupational Medicine	Baxter PJ, Tar-Ching AW, Cockcroft A, Durrington P, Harrington JM (Eds). Hunter's Diseases of Occupations, Tenth Edition [Hardcover], CD Rom: Ladou F. Occupational and Environmental Medicine. Appleton Lange, Stamford. 1997
OHS 873 OHS 874 OHS 875		Postgraduate studies in Occupational Hygiene I and II, Individual studies in Occupational Hygiene	Bisesi MS. Bisesi and Kohn's industrial hygiene evaluation methods. Publisher: Boca Raton: Lewis Publishers/CRC. 2004. ISBN: 1566705959
OHT 872	OHT 771	Principles of Occupational Hygiene and Toxicology	Ladou F. Occupational & Environmental Medicine. 2nd Edition. Appleton & Lange, Stamford. 1997 Schoeman JJ, Schröder HHE. Occupational Hygiene. Juta & co.

SCM 880	SCM 770	Social Determinants of Health and Primary Health Care	Dennill K, Rendall-Mkosi K. Primary Health Care in Southern Africa: A comprehensive approach. 3rd Edition. Oxford University Press. 2012. ISBN 9780195997712
SCP 870	SCP 770	Health Promotion	Dennill K, Rendall-Mkosi K. Primary Health Care in Southern Africa: A comprehensive approach. 3rd Edition. Oxford University Press. 2012. ISBN 9780195997712
TNM 802	TNM 700	Applied Research Methods	Recommended: Aldous C, Rheeder P, Esterhuizen T. Writing your first clinical research protocol. Cape Town: Juta and Co. Ltd; 2013.



## ***Committees of the SHSPH***

The following is a summary of the most important committees that students need to take note of. An integrated list of meeting dates of these committees, their respective deadlines and contact persons are listed on ClickUP

### **RESCOM (Research Committee)**

This committee deals with all research matters, including research projects, output (conferences and publications), and stimulation of research.

### **AAC (Academic Advisory Committee)**

This committee reviews and approves all MSc, MMed and PhD protocols. It approves all supervisors and the appointment of external examiners for MSc, MMed and Doctoral research. It deals with issues pertaining specifically to the above-mentioned fields of study, for example requests for extension of study, change of title etc. The committee arranges the oral defence of PhD protocols and approves them once they are satisfactory.

### **TLC (Teaching and Learning Committee; previously known as Academic Programme Committee or APC)**

This committee deals with the planning of the academic programme, including the monitoring of the quality of modules with regards teaching and learning. It reviews applications, including accreditation, waivers and concurrent registrations. It also assigns markers for Postgraduate Diploma students' projects and internal and external examiners for MPH students. It approves external moderators for research outputs as well as summative assessment examinations and external moderators therefore, for the MPH and all Honours degrees as well as Postgraduate Diplomas.

### **Faculty Re-admissions Committee**

Should any student not complete within the prescribed maximum study period and / or be excluded based on academic performance, they may appeal for readmission to the Academic Programme Committee (Postgraduate Diploma and MPH students) or Academic Advisory Committee (MSc, MMED and PhD students).

In those cases where this committee does not rule in favour of the student, a further appeal opportunity is given and the student may appeal to the Appeals and Re-admissions Committee of the Faculty (details are available).

Deadline for submissions is the end of January and appeals may be submitted via the APC Chairperson.

## General Administrative Information



Cost of courses and financial support

Student support, facilities and services

Developing your research skills

Department of Student Affairs at Hatfield Campus

## ***Cost of courses and financial support***

### **Tuition fees**

All tuition fees are quoted as an estimated programme cost, as the final cost is dependent on the final number of credits taken and the time spent on the course (there is an annual increase in cost per credit that must be kept in mind), and is only valid for students from SADC countries. For students from non-SADC member countries other fee structures are applicable and available from the Finance Department.

Late registration: will result in exclusion from attendance of classes due to the large number of students.

Late cancellation: Admin fee will be charged on students who cancel between January and June. Students who cancel after June will be liable for full module fee.

### **Invoice procedure**

The first invoice is payable before 1 April every year. Note that students need to keep payment updated. Applications for accreditation and dual registration are only considered if payments are up to date. Students whose payments are in arrears will not be able to access their marks on-line.

### **Financial support**

There is limited financial support available, and information regarding these grants and bursaries is available from the Client Service Centre.

There is a dedicated staff member at the Faculty of Health Sciences (Mr Eugene Rosenstrauch - [eugene.rosenstrauch@up.ac.za](mailto:eugene.rosenstrauch@up.ac.za)) who can assist students with complex financial enquiries.

## ***Student support, facilities and services***

### **Language editing and Transcription services**

The School has compiled a list of language editors and transcribers (see table at the back of the PG book). The arrangement for these services is solely a student responsibility.

### **Student card**

The student card (with a permanent student number) is the passport to accessing the University's resources. During the first week, (Learning in Public in Health) registration will take place. After this, students will have to make their own arrangements to register. Students will not be able to access the University campuses, library, get an Internet account or write exams without a student card.

### **Learning resources**

Students should be aware of the resources available to them and how to access them. An important first step is to register for library use. While the compulsory texts provided to students form the basis of the study material, the library, Internet, and interpersonal contacts can provide further material and support during a student's studies.

### **Making Use of Computers and the Internet**

Students are expected to have basic computer skills. This means that they should be able to use Microsoft Word and compile documents using the programme, access the Internet, send and receive emails with and without attachments. They should also be able to carry out basic Internet searches and download information.

### ***Developing your research skills***

As an adult learner, you are required to take responsibility for your **research skills development** and not wait for your supervisor/promoter to remind you of the activities that are required.

The **Graduate Support Hub** on Hatfield campus organizes various research skills activities nearly every week, e.g. writing for publications, writing up a thesis, setting up a research programme, funding opportunities, career options, etc. More information available at:

[Postgraduate Support | University of Pretoria](#)

The weekly programme can be requested from: Dr Aceme Nyika  
([aceme.nyika@up.ac.za](mailto:aceme.nyika@up.ac.za))

## ***Department of Student Affairs at Hatfield Campus***

The Department of Student Affairs' mission is to design and implement high impact programmes to enhance student success, leadership, welfare and wellness within a proactive and programme-based approach.

Some divisions of interest to postgraduate students are:

- **Counselling Division**

This division offers academic, therapeutic and emotional support, rendered by a highly professional multi-disciplinary team consisting of counselling, educational and clinical psychologists and social workers. Academic support ensures that the students make the correct career choices, handle academic stress better and are equipped to be academically successful. Therapeutic and emotional support ensures academic success and enhances optimal psycho-social functioning. Life skills enable students to develop holistically and empower them to be successful, well rounded individuals and responsible citizens.

- **Student Health Services**

Student Health Services provide basic medical services to all registered students of the University of Pretoria by fully qualified and registered health care professionals on all UP campuses.

- **Disability Unit**

The Disability Unit acts as a catalyst for students living with disabilities by removing obstacles caused by disability in order for them to perform on the same level of functioning as other students.

Facilities and services are made available that assist students during tests and other assessments as well as during the preparation process for these assessments.

Computer labs and equipment are at the disposal of students who are print-handicapped and all students living with disabilities who qualify are granted concessions for tests and exams.

More information at: <http://www.up.ac.za/disability-unit>

### ***Language/technical editors, translators, transcribers etc.***

The Library website should also be consulted for these services and a list of service providers: <https://library.up.ac.za/research/edit>

NAME	TELEPHONE	E-MAIL	TYPE OF SERVICE
Anton Ferreira	084 660 0601	<a href="mailto:snapshot.za@gmail.com">snapshot.za@gmail.com</a>	English and Afrikaans writing assistance. Technical & language editing, copywriting, report writing, translation, proofreading, graphic design.
Adrie van Dyk		<a href="mailto:a3.vandyk@gmail.com">a3.vandyk@gmail.com</a>	Technical Editing
Alexa Barnby	017 872 1334/ 012 361 6347	<a href="mailto:alexabarnby@gmail.com">alexabarnby@gmail.com</a> / <a href="mailto:barnbak@unisa.ac.za">barnbak@unisa.ac.za</a>	
Anna-Barbara du Plessis	083 655 2009	<a href="mailto:abeduplessis@yahoo.com">abeduplessis@yahoo.com</a>	
Anthony Sparg		<a href="mailto:p.a.sparg@telkomsa.net">p.a.sparg@telkomsa.net</a>	Language Editing
Antonie Moen – TransEd	012 654 7971	<a href="mailto:transed@icon.co.za">transed@icon.co.za</a>	Language Editing
Bernice McNeil	011 465 4038/ 072 287 9859	<a href="mailto:edit@iafrica.com">edit@iafrica.com</a>	Editing, works mainly with academic writing in the form of dissertations, theses and academic articles
Biki Lepota	012 420 4416/ 012 814 1494/ 082 774 6229	<a href="mailto:biki.lepota@up.ac.za">biki.lepota@up.ac.za</a>	Translation Transcription of interview data

Bruce Conradie	083 461-4130/ 011 026 1315	<a href="mailto:bruce.conradie@wits.ac.za">bruce.conradie@wits.ac.za</a>	Language editing
Cane Lake		<a href="mailto:cane@gonet.co.za">cane@gonet.co.za</a>	Transcription
Caroline Maseko	082 428 9142/ 011 646 4069	<a href="mailto:acmaseko@absamail.co.za">acmaseko@absamail.co.za</a>	Editing
Cliff Smuts	044 272-2473/ 084 679 2210	<a href="mailto:csmuts@xsinet.co.za">csmuts@xsinet.co.za</a>	Translation: Afrikaans and English, Editing: language and technical (dissertation/thesis journal articles) Currently involved primarily with translation of study guides
Cristal Ruby Peterson	012 303 1405/ 084 698 8728		Editing, proofreading and technical editing of training material, theses and dissertations.
Dr Anna-Mart van Wyk	012 354 1985/ 083 540 5281	<a href="mailto:annamart.vanwyk@up.ac.za">annamart.vanwyk@up.ac.za</a>	Language and technical editing and translation from Afrikaans to English and vice versa
Dr Corlé Smith		<a href="mailto:smithcga@tut.co.za">smithcga@tut.co.za</a>	Language Editing
Dr Edwin Whittle	012 811 0219/ 072 125 9551	<a href="mailto:edwin.whittle@absamail.co.za">edwin.whittle@absamail.co.za</a>	Editing
Dr Jill Fresen	012 420 4626	<a href="mailto:jfresen@postino.up.ac.za">jfresen@postino.up.ac.za</a>	Editing of thesis/dissertation
Elizma Louw		<a href="mailto:Elizma.Louw@up.ac.za">Elizma.Louw@up.ac.za</a> / <a href="mailto:maths2lingo@gmail.com">maths2lingo@gmail.com</a>	Technical Editing
Esta Grobler		<a href="mailto:grobleresta@gmail.com">grobleresta@gmail.com</a>	Translation
Fionnguala Vogel	072 286 6554		Language editing and translation: English/ Afrikaans/German

Genevieve Wood		<a href="mailto:genwood@gmail.com">genwood@gmail.com</a>	
Gill Smithes	071 352 5410	<a href="mailto:g-tech@mweb.co.za">g-tech@mweb.co.za</a>	
Graham Walker	083 325 1036/ 011 758 9700	<a href="mailto:walkergr@icon.co.za">walkergr@icon.co.za</a>	Editing, critical reading of theses, especially PhD's.
Hester van der Walt	072 423 8897	<a href="mailto:hester@hescom.co.za">hester@hescom.co.za</a>	As above
Idette Noome	082 781 2052		Language and technical editing and translation
Isabel Claassen	082 701 7922/ 012 332 2040	<a href="mailto:Isabel.claassen@absamail.co.za">Isabel.claassen@absamail.co.za</a> <a href="mailto:isabel@uptime.co.za">isabel@uptime.co.za</a>	Language Editing & Consultant
Jaco Wium		<a href="mailto:jacowium@gmail.com">jacowium@gmail.com</a>	Language / writing skills & editing
Joanne Lombard – Head of Language Unit	012 420 6517	<a href="mailto:Joanne.lombard@up.ac.za">Joanne.lombard@up.ac.za</a>	Editing
Karin Pampallis	084 421 4218/ 011 486 1199	<a href="mailto:pamps@global.co.za">pamps@global.co.za</a>	Editing
Lanie von Kradenburg		<a href="mailto:lanievk@hotmail.com">lanievk@hotmail.com</a>	Language Editing
Lina Coetzer	012 460 4992/ 082 371 6328		Editing
Jaco Wium	082 876 8077	<a href="mailto:jacowium@gmail.com">jacowium@gmail.com</a>	Language practitioner



Lizelle van Wijk	079 871 7138	<a href="mailto:lizellevw777@gmail.com">lizellevw777@gmail.com</a>	Technical document editing
Melody Edwards	012 348 4214/ 082 496 8156		Editing, proofreading
Penny Kokot Louw	083 239 1264	<a href="mailto:pennykl@absamail.co.za">pennykl@absamail.co.za</a>	Editing - good for APA methods
Prof Tinus Kuhn	082 781 4764	<a href="mailto:Tinus.kuhn@up.ac.za">Tinus.kuhn@up.ac.za</a>	Editing
Robyn Veary, Sunshine Edits		<a href="mailto:robyn@sunshineedits.com">robyn@sunshineedits.com</a>	Editing and Proofreading, Critiquing, Audio Transcription
Roger Loveday	021 531 8461/ 084 423 3409	<a href="mailto:rloveday@lantic.net">rloveday@lantic.net</a>	Interventionist Editor and Publishing Consultant, Cape Town
Susan Smith	0829255148 / 0125480620	<a href="mailto:sd.smith@vodamail.co.za">sd.smith@vodamail.co.za</a>	Proofreading
Tracy Seider	011 728 4360/ 082 416 2918		Editing
Veronique Fallick	072 090 3537/ 060 960 6716	<a href="mailto:veronique@toptranscriptions.co.za">veronique@toptranscriptions.co.za</a>	Transcription services, <a href="http://www.toptranscriptions.co.za">http://www.toptranscriptions.co.za</a>
Edit Scholars		<a href="http://www.editscholars.org">http:// www.editscholars.org</a>	Language Editing



## ***UP Policies***

### **Plagiarism Prevention Policy**

<https://www1.up.ac.za/cs/groups/staffandstudent/@contrib/documents/document/chby/mdm5/~edisp/uppr039993.pdf>

Last accessed on 11 November 2020

### **Anti-discrimination policy**

[https://www.up.ac.za/media/shared/1/ZP\\_Files/r34\\_19-anti-discrimination-policy-with-annexures-approved-by-council-amended.zp180351.pdf](https://www.up.ac.za/media/shared/1/ZP_Files/r34_19-anti-discrimination-policy-with-annexures-approved-by-council-amended.zp180351.pdf)

Last accessed on 11 November 2020

### **Language Policy**

[r31\\_16-language-policy.zp209749.pdf](https://www.up.ac.za/media/shared/1/ZP_Files/r31_16-language-policy.zp209749.pdf) (up.ac.za)

Last accessed on 11 November 2020

### **Escalation Policy**

[https://www.up.ac.za/media/shared/1/Webcenter%20Content/rt292\\_19-escalation-policy-with-annexures.zp178981.pdf](https://www.up.ac.za/media/shared/1/Webcenter%20Content/rt292_19-escalation-policy-with-annexures.zp178981.pdf)

Last accessed on 11 November 2020