Programme Handbook 2018
School of Public Health, Faculty of Community and Health Sciences
UNIVERSITY OF THE WESTERN CAPE
# ACADEMIC TIMETABLE 2018
(NB: Learning materials will only be sent once tuition fees have been paid)

## SEMESTER 1: JANUARY - JUNE 2018

| JAN       | Pay fees before 19 January  
|           | Register 22 January onwards  
|           | Study materials will be sent from end January onwards  
| FEB       | Summer School 12 Feb - 2 March  
|           | Registration for PG Diploma and MPH students ends 9 Feb  
|           | Registration for PhD ends: to be advised  
|           | Amend registration for Semester 1 modules by: to be advised  
| MARCH     | DUE DATE for Submission of theses for examination by students for August 2018  
|           | Graduation: to be advised  
|           | Applications for Winter School closes end March 2018  
| APRIL     | Graduation: 4 - 12 April 2018  
| MAY       |  
| JUNE      | Applications for MPH and PG Diploma in Public Health 2018 open  

## SEMESTER 2: 23 JULY - NOVEMBER 2018

| JULY      | Winter School: 2 - 20 July  
| AUG       | Graduation: 27-29 August 2018  
| SEPT      | Applying to study 2018 (CLOSING DATES):  
|           | Postgraduate Diploma in Public Health: 31 August  
|           | Master of Public Health: 31 August  
|           | PhD in Public Health: 28 September  
| OCT       |  
| NOV       | DUE DATE for submission of theses for examination by students for April 2019  
|           | Graduation - to be advised  
| DEC       | Apply for Summer School 2018 by 7 December  
|           | Graduation: 14 December 2018  

**Assignment deadlines:** The Student Administrators will supply the dates.  
**Dates are subject to change and will be revised in line with UWC Year Calendar**

## ACKNOWLEDGEMENTS
Photographs: School of Public Health  
Cover design: LA Designs
School of Public Health
UNIVERSITY OF THE WESTERN CAPE

Programme Handbook 2018

POSTGRADUATE PROGRAMME IN PUBLIC HEALTH

This Handbook covers:

Postgraduate Diploma in Public Health
Master of Public Health
PhD in Public Health
International students will receive student numbers after SAQA clearance is complete; you will receive your learning materials once your fees are paid, even if your registration is not complete.

### QUICK REFERENCE FOR ADMINISTRATIVE CONTACT

<table>
<thead>
<tr>
<th>STUDENT REGISTRATION</th>
<th>Ms Janine Kader: <a href="mailto:soph-comm@uwc.ac.za">soph-comm@uwc.ac.za</a> (+27 21) 959 2591</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOPH Student Administrators</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>FEES ACCOUNT ENQUIRIES</th>
<th>For students based in South Africa - <a href="mailto:studaccount@uwc.ac.za">studaccount@uwc.ac.za</a> (+27 21) 959 3100 / 3108</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Finance</td>
<td>For students based outside South Africa - (+27 21) 959 2479 / 3392; <a href="mailto:finance@uwc.ac.za">finance@uwc.ac.za</a> (Subject line for email: International fees)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FINANCIAL ASSISTANCE ENQUIRIES</th>
<th>Bursaries - Mr Ebrian Johnson, UWC Financial Aid Office: <a href="mailto:ejohnson@uwc.ac.za">ejohnson@uwc.ac.za</a>; 021 959 3338</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bursaries/Loans (for South African students)</td>
<td>Fundi (previously called Edu-Loan) - Working South African students can apply to finance their studies through FUNDI, which requires no deposit; interest rates of prime + 1% interest are charged, and students pay back loans on fixed installments. Contact Mrs Pamela Mtshakaza: <a href="mailto:pamelam@fundic.co.za">pamelam@fundic.co.za</a>, (021) 959 3104/951 5673. Alternatively you can call 073 551 9582 or visit <a href="http://www.fundic.co.za">www.fundic.co.za</a>.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>CHANGES OF ADDRESS, SURNAME OR CONTACT DETAILS</th>
<th>Send the Student Details Update Form (section 6.11) to SOPH and to Student Registration, Att: Mr Carlo Links, UWC, P/Bag X17, Bellville 7535 SOUTH AFRICA; <a href="mailto:clinks@uwc.ac.za">clinks@uwc.ac.za</a> (+27 21) 959 9247. Alternatively, you may process it online, use the link: <a href="http://form.jotformpro.com/form/51512423251947">http://form.jotformpro.com/form/51512423251947</a>.</th>
</tr>
</thead>
</table>

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<tr>
<th>ASSIGNMENT ENQUIRIES</th>
<th>For content or assignment queries, contact the relevant lecturer or leave a message with the Student Administrator (+27 21) 959 2809 / 959 2166 / 959 2591. For deadlines or any other administrative queries, contact the Student Administrators.</th>
</tr>
</thead>
</table>

For further information contact:
The Student Administrator
School of Public Health (SOPH)
University of the Western Cape
Private Bag X 17, Bellville, 7535
South Africa
Phone: (+27 21) 959 2809
Fax: (+27 21) 959 2872
E-mail: soph-comm@uwc.ac.za
SOPH’S NEW Website: www.uwcsoph.co.za
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1 WELCOME TO THE UNIVERSITY OF THE WESTERN CAPE

Mission Statement

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

In particular, it aims to:

- Advance and protect the independence of academic enterprise
- Design curricula and research programmes appropriate to its Southern African context
- Further global perspectives among its staff and students, thereby strengthening intellectual life and contributing to South Africa’s reintegration in the world community
- Assist educationally disadvantaged students to gain access to higher education and succeed in their studies
- Nurture and use the abilities of all in the university community
- Develop effective structures and conventions of governance, which are democratic, transparent and accountable
- Seek racial and gender equality and contribute to helping the historically marginalized participate fully in the life of the nation
- Encourage and provide opportunities for lifelong learning through programmes and courses
- Help conserve and explore the environmental and cultural resources of the southern African region, and to encourage a wide awareness of them in the community
- Co-operate fully with other stakeholders to develop an excellent, and therefore transformed, higher education system.

Why don’t you visit the university website at //www.uwc.ac.za/ and learn a little more about your university and the educational opportunities that it offers? From the website, you can access the School of Public Health, the Library, and all other services offered by the university.
2 THE FACULTY OF COMMUNITY AND HEALTH SCIENCES

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

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

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

The Dean of the Faculty is Prof Anthea Rhoda while Prof Uta Lehmann is the director of the School of Public Health. To learn more about the Faculty, visit the website at //www.uwc.ac.za/, under FACULTIES and choose Community & Health Sciences.

3 THE SCHOOL OF PUBLIC HEALTH (SOPH)

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

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

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

- providing continuing education opportunities for health and welfare professionals from South Africa and other parts of Africa, through our annual Summer and Winter Schools;
- establishing a substantial integrated research and service programme to which many of our students have contributed;
- developing training manuals and materials arising from research and service work, for service providers;
- providing a multi-level Postgraduate Programme in the field of Public Health, culminating in a Master of Public Health and doctoral studies in Public Health;
- being designated a WHO Collaborating Centre for Research and Training in Human Resources for Health Development in 2004.
- delivering a WHO-UWC Master of Public Health (MPH) specialising in Health Workforce Development from June 2009-March 2013 for participants from
Ethiopia, Mozambique and Rwanda.

- being awarded a SARChI Chair in Health Systems Complexity and Change in 2013, currently held by Prof Asha George, which will consolidate the position of UWC’s School of Public Health as a world-class hub in the global South in this field and build the next generation of academics and researchers in the emerging field of health policy and systems research.
- being awarded a second SARChI Chair in Health Systems Governance in 2015, held by Prof Helen Schneider, to build the field of health policy and systems research with particular focus on health systems governance.
- being awarded an extramural MRC Unit in Health Services to Systems Research in 2015, led by Prof Helen Schneider.

Since May 2009, SOPH has occupied its own beautiful building on the west of UWC’s campus. This was made possible through a generous grant from The Atlantic Philanthropies who have also been instrumental in supporting the work of the School since 2004. Please visit the new SOPH website for more information: www.uwcsoph.co.za.

### 3.1 THE POSTGRADUATE PROGRAMME

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

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

<table>
<thead>
<tr>
<th>COURSE</th>
<th>PERIOD</th>
<th>STUDENT NOS</th>
<th>TOTALS</th>
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<td>Postgraduate Diploma in Public Health</td>
<td>End 2017</td>
<td>33 new</td>
<td>48</td>
</tr>
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<td>New intake 2018</td>
<td>30</td>
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<tr>
<td>Master of Public Health</td>
<td>End 2017</td>
<td>41 new</td>
<td>135</td>
</tr>
<tr>
<td></td>
<td>New intake 2018</td>
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<tr>
<td>PhD in Public Health</td>
<td>End 2017</td>
<td>11 new</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>New intake 2018</td>
<td>6</td>
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</table>
The Programme has been designed to enable health professionals to study Public Health while remaining in their professional posts, in response to the health workforce shortages in Africa. In line with international trends in Public Health training, the Programme is conceptually orientated towards the needs of Lower and Middle Income Country contexts, health sector reform and international health movements. It is at the same time alert to community involvement in health provision. Its pedagogy stresses practical application of knowledge and skills in the field while studying.

The key goals of the coursework are to equip graduates to:
- Identify, quantify and prioritise the health problems and needs of communities.
- Design, implement and evaluate comprehensive and participatory programmes aimed at countering these problems and meeting health needs.
- Communicate effectively with service providers and communities about Public Health and Primary Health Care.
- Demonstrate leadership in transforming the health and welfare systems of Africa.

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

4 STAFF OF THE SCHOOL OF PUBLIC HEALTH (SOPH)

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

<table>
<thead>
<tr>
<th>School of Public Health (switchboard): Ms Ntombomzi Buzani:</th>
<th>(+27) 21 959 2809</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Public Health (fax number): +27 21 959 2872</td>
<td></td>
</tr>
<tr>
<td>School of Public Health (email): <a href="mailto:soph-comm@uwc.ac.za">soph-comm@uwc.ac.za</a>; <a href="mailto:ccarolissen@uwc.ac.za">ccarolissen@uwc.ac.za</a>; <a href="mailto:jkader@uwc.ac.za">jkader@uwc.ac.za</a></td>
<td></td>
</tr>
</tbody>
</table>

Save time by contacting the right person straight away!
One of the imperatives of distance learning is contacting SOPH staff when you need them. Many students find the shift to distance learning difficult because they cannot reach lecturers when they need to discuss something. It is important to recognise that this is a two way relationship: you need to be strategic and make sure your needs are heard. You are encouraged to contact any of us when you need help. You will find our home and mobile numbers at the back of this Handbook. You may call lecturers after hours at home before 20h30 and not earlier than 08h00. Successful students are usually those who ask for help when they need it.
Try to save time and cost by contacting the right person straight away. Please take note of the SOPH staff members below who play important co-ordination and support roles within the academic programme.

<table>
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<tr>
<th>IF YOU NEED INFORMATION ABOUT ...</th>
<th>WHO TO CONTACT</th>
<th>CONTACT DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UWC, The Postgraduate Programme or SOPH, administrative issues &amp; assignment queries related to submission</strong></td>
<td>Student Administrators: Ms Corinne Carolissen (incl Mini-thesis &amp; PhD admin) Or Ms Janine Kader (incl PGD admin)</td>
<td>(0)21 959 2166 <a href="mailto:ccarolissen@uwc.ac.za">ccarolissen@uwc.ac.za</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)21 959 2591 <a href="mailto:jkader@uwc.ac.za">jkader@uwc.ac.za</a></td>
</tr>
<tr>
<td><strong>E-learning Technical</strong></td>
<td>Ms Ziyanda Mwanda</td>
<td>(0)21 959 2782 <a href="mailto:amwanda@uwc.ac.za">amwanda@uwc.ac.za</a></td>
</tr>
<tr>
<td><strong>General Postgraduate Programme Issues</strong></td>
<td>Prof Brian van Wyk (Senior Academic Programme Co-ordinator)</td>
<td>(0)21 959 2173/2809 <a href="mailto:bvanwyk@uwc.ac.za">bvanwyk@uwc.ac.za</a></td>
</tr>
<tr>
<td><strong>MPH Coursework: Academic Issues</strong></td>
<td>Ms Verona Mathews, MPH Programme Co-ordinator for coursework Student Administrator: Ms Corinne Carolissen</td>
<td>(0)21 959 2513/2809 <a href="mailto:vmathews@uwc.ac.za">vmathews@uwc.ac.za</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)21 959 2166 <a href="mailto:ccarolissen@uwc.ac.za">ccarolissen@uwc.ac.za</a></td>
</tr>
<tr>
<td><strong>MPH Mini-Thesis: Academic Issues</strong></td>
<td>Dr Hanani Tabana, MPH Mini-thesis Co-ordinator Student Administrator: Ms Corinne Carolissen</td>
<td>(0)21 959 9394/2809 <a href="mailto:htabana@uwc.ac.za">htabana@uwc.ac.za</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)21 959 2166 <a href="mailto:ccarolissen@uwc.ac.za">ccarolissen@uwc.ac.za</a></td>
</tr>
<tr>
<td><strong>PG Diploma: Academic Issues</strong></td>
<td>Dr Suraya Mohamed, Programme Co-ordinator for the PG Diploma Student Administrator: Ms Janine Kader</td>
<td>(0)21 959 2628/2809 <a href="mailto:sumohamed@uwc.ac.za">sumohamed@uwc.ac.za</a></td>
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<td></td>
<td></td>
<td>(0)21 959 2591 <a href="mailto:jkader@uwc.ac.za">jkader@uwc.ac.za</a></td>
</tr>
<tr>
<td><strong>PhD Programme: Academic Issues</strong></td>
<td>Prof Helen Schneider &amp; Prof Asha George, PhD Co-ordinators Student Administrator: Ms Corinne Carolissen</td>
<td>(0)21 959 3563/2809 <a href="mailto:hschneider@uwc.ac.za">hschneider@uwc.ac.za</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)21 959 9389/2809 <a href="mailto:asgeorge@uwc.ac.za">asgeorge@uwc.ac.za</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)21 959 2166 <a href="mailto:ccarolissen@uwc.ac.za">ccarolissen@uwc.ac.za</a></td>
</tr>
</tbody>
</table>
Remember that SOPH academic staff, like you, are busy people, and research takes them out of the office regularly, so if you do not reach your lecturer on the office telephone number, follow these tips:

**Reaching the lecturing staff**

- Don’t leave queries to the last minute before a deadline.
- Use the country code when dialing.
- Call the SOPH receptionist at 021 959 2809 and ask to be put through to the lecturer.
- Text or call the lecturer’s mobile. Don’t forget to identify who you are and to leave your number slowly and clearly indicating which country you are calling from.
- Leave a clear message and contact time on the lecturer’s mobile phone.
- Leave a message with the Student Administrators (021 959 2166 or 021 959 2591) asking your lecturer to phone you back.
- Send an e-mail to the lecturer.
- If repeatedly unable to reach your lecturer, contact your Programme Co-ordinator.
- Don’t give up!

You also need to do your part by familiarising yourself with the contents of this Handbook. The Student Administrators are there to answer queries which are not answered by this Handbook!

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

*Please note that all academic staff members are involved in supervising mini-theses. As we have not included photographs in the Handbook, take a look at the photos on our website [http://www.uwcsoph.co.za/index.php/about/staff](http://www.uwcsoph.co.za/index.php/about/staff).*

**Director of the School of Public Health**

**Prof Uta Lehmann, MA (Hannover), PhD (Hannover).** She joined the SOPH in 1999 as a senior lecturer. With a background in social sciences and a PhD in social history, she worked in health personnel education since 1991. Her interest and expertise lie in human resource development, monitoring and evaluation, qualitative research and resource-based learning. Particular research interests include the impact of HIV on human resources in the health sector, the role of mid-level and community-based workers in primary health care and questions of capacity development of health service delivery at the district level. She has worked extensively with the WHO and coordinates the WHO Collaborating Centre on Research and Teaching in Human Resources for Health at the School. Uta Lehmann headed the SOPH from 2009-2012.

**SOPH Academic Staff in alphabetical order**

**Mr Woldekidan Amde, BA (Addis Ababa), MA (Ruhr-Bochum), MA (UWC).**

**PROGRAMME MANAGER: WHO-UWC HR MASTERS.** Having worked as a development professional in Ethiopia and South Africa, Woldekidan joined the SOPH in 2009 as the Program Manager of an inter-country WHO-funded MPH program on Heath Workforce Development. He also represents SOPH in the Consortium for Health Policy and Systems Analysis in Africa, a consortium of 11 universities from Africa and Europe. His background is in sociology,
development management, administration, and information communication technology. Woldekidan also manages the SOPH website, the SOPH OER Repository website, and the ‘HRH for Africa’ website, a digital resource centre the SOPH is implementing as a WHO Collaborative Centre.

**Dr Hazel Bradley, B Pharm (Bath), MPH (UWC), PhD (UWC).** Hazel Bradley is a pharmacist with an interest in Primary Health Care. Prior to joining the SOPH in 2003, she worked with a Cape Town non-governmental organisation delivering Primary Health Care, and in primary level drug management. Hazel's PhD research was on district level pharmaceutical human resources. Her other interests include public health pharmacy education, pharmaceutical information systems and access, availability and rational use of medicines. Hazel is leading the establishment of a Pharmaceutical Public Health track within the MPH which includes the first fully online modules offered by SOPH, *Rational Medicines Use and Medicines Supply Management.*

**Prof Diane Cooper, B. SocSci (UCT), BA Hons (UCT), PhD (UCT)**
Diane Cooper is a Professor in the School of Public Health at UWC. She teaches and supervises MPH and PhD students. She has 25 years’ experience in public health, health services and systems teaching and research, particularly in research methods, sexual and reproductive health, gender and health and women’s health. Her current main research activities are in the linkages between HIV and reproductive health issues and care, for which she is known internationally. She has developed substantial teaching and research links with organisations in the academic, non-governmental and civil society and government health sectors in public health, particularly in southern and eastern Africa. She additionally has very extensive collaborative links internationally outside of Africa in South and North America and Europe. She has published widely, internationally. He also convenes the Public Health Research module.

**Dr Peter Delobelle, MBChB (Belgium), PhD (Belgium), FRSPH (UK).** Dr Peter Delobelle is a medical doctor with qualifications in tropical medicine and public health, who has worked in South Africa since 2004 as the project coordinator of a North /South academic collaboration. He has taught epidemiology and social medicine to undergraduate and master classes in Belgium and South Africa and will assist in supporting the distance education modules at UWC. His research focuses on health systems policy and health promotion and aims at informing health promotion interventions to address the growing burden of non-communicable diseases in sub-Saharan Africa.

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

**Ass Prof Lucia Knight, BSc (UCT), MPopStuds (UKZN), PhD (LSHTM).** Lucia Knight joined SOPH in 2014, before this she was working as a Research Specialist in the HIV/AIDS, TB and STI Research Unit at the Human Sciences Research Council. Her PhD research was conducted through the London School of Hygiene and Tropical Medicine at the Africa Centre for Health and Population Studies and explored the family-level impacts of HIV/AIDS. She continues to conduct research about the intersect between HIV and the family. Lucia's other research interests include the social determinants of health, maternal health and sexual and reproductive health. Lucia teaches Descriptive Epidemiology and Qualitative Research Methods.

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

Ms Verona Mathews, BA Social Work (Hons) (UWC), MPH (UWC). CO-ORDINATOR OF MPH COURSEWORK. Verona Mathews joined the SOPH in 1999, and initially worked in the health information systems programme. She has facilitated and co-ordinated the development, training and implementation of the national district health information system. She continued working in human resource management developing information and monitoring systems. Her PhD research project is on the development of a monitoring framework for District-based human resource management. She teaches Management Strategies for the Public Health Services I and Monitoring and Evaluation II and is engaged in PhD studies.

Dr Thubelihle Mathole, BSc Hons (UZ), MPA (UZ), PhD (Uppsala University, Sweden). Thubelihle Mathole joined SOPH in February 2008. She has wide experience in research, training and programme planning and management. Her areas of interest are international/global health, monitoring and evaluation, human resource management, HIV/AIDS and maternal and child health. She assists with the Qualitative Research Methods module.

Dr Suraya Mohamed, Nat Dip (RAD) Cape Technikon, MPH (UWC), PhD (UWC). CO-ORDINATOR OF POSTGRADUATE DIPLOMA IN PUBLIC HEALTH. Suraya Mohamed has worked as a radiographer in various state and private hospitals. She joined SOPH in 2006 and is involved with Health Promoting Schools initiatives. In this field, she has a particular interest in working with youth and developing competencies for Health Promotion. She also is involved in sexual and reproductive health research. She convenes Health Promotion for Public Health I & II and Alcohol Problems: a Health Promotion Approach in the Postgraduate Programme. Her PhD research focused on the Development of Secondary Schools as Health Promoting Schools: A Multiple Case Study of Schools in a Resource Poor Setting in Cape Town.

Ms Ziyanda Mwanda, BSc Biotech (UWC), PGD Educational Technology (UCT). Ziyanda Mwanda qualified with a BSc Biotechnology in 2012. She worked at SOPH as a student and research assistant during her studies and now contributes to the programme by preparing materials, e-learning support, and a range of administrative roles. She is currently busy with her Masters in Education, specializing in Educational Technology.

Prof Thandi Puoane, B (Cur) (UNISA), BA SocSci (UNISA), MPH (Berkeley), Dr PH (Berkeley). Emeritus Professor. Thandi Puoane has extensive experience in nursing, teaching and public health research. Her research areas include child nutrition including the hospital management of severe malnutrition, identification of CVD risk factors, particularly obesity, participatory action research and monitoring and evaluation of programmes. She is a member of Chronic Disease Initiative for Africa and the Cape Town PI of a global study, the Prospective Urban Rural Epidemiological study.

Prof David Sanders, MBChB (Birm), DCH (RCS Eng), MRCP (UK), DTPH (London). Emeritus Professor. David Sanders was the head of the SOPH since its inception in 1993 until 2009 and, in 2010, the university conferred the title “Emeritus Professor” upon the founder of the School. David Sanders has over 30 years’ experience in public health and primary health care in Zimbabwe and South Africa. He has qualifications in Paediatrics and Public Health and is the author of three books that have been influential since their publication: The Struggle for Health, Questioning the Solution, The Politics of Primary Health Care and Child Survival and Fatal Indifference: The G8, Africa and Global Health. His main interests are health and development, child health, nutrition, human resource development and Primary Health Care. He was Heath Clark Visiting Lecturer at the London School of Hygiene and Tropical Medicine in 2005 and an Honorary Professor at that institution. He is an Adjunct Professor at the Centre for International Health, University of Bergen, Norway. He teaches on the Population Health and Development Summer School course and has recently been instrumental in developing the new Globalisation and Health module.

Ms Nikki Schaay, BA Hons (Psychology) (UN), MPH (UWC). Nikki Schaay’s experience includes work on a schools project on gender-based violence, which she explored as the basis of her Master of Public Health (MPH). She has worked in the field of HIV/AIDS since 1991 with her activities having included managing local non-governmental HIV/AIDS projects and then directing a national project focused on developing HIV/AIDS policy for government. Having worked at the SOPH previously (1998–2000), Nikki re-joined the SOPH in 2004 and contributes
Prof Helen Schneider, MBChB (Cape Town), Masters of Medicine (Com Health), Dipl in Tropical Medicine & Hygiene (Witwatersrand), Dipl in Child Health (SA College of Medicine). South African Research Chair in Health Systems Governance. Prof Schneider is a public health specialist and professor at the School of Public Health, University of Western Cape, which she joined in March 2011. She was previously based at the University of Cape Town, and prior to that spent 15 years at the Wits University’s Centre for Health Policy, which she directed for eight years. Her area of work is health systems and policy, and her interests have included analyses of AIDS policy and the challenges of health sector transformation in post-apartheid South Africa. More recently her interests have become oriented to the health system-wide implications of programmatic interventions such as ARV scale up, documenting policy implementation processes and strategies to formalise and integrate lay work and community based care and support initiatives into primary health care. Helen has been involved in the redevelopment of the Health Management for Public Health II module.

Prof Rina Swart, BSc Dietetics Hons (US), MPhil, PhD (UWC). Rina Swart previously headed the Dietetics Division at UWC since 1991 and is now Deputy Dean (Community Engagement) of the Faculty of Community and Health Sciences. She has been involved with the SOPH since its inception in 1993. She has qualifications in Dietetics and Public Health. Her field of expertise is Community Nutrition and specifically, Community-based Nutrition Programming and nutrition education. She convenes the Public Health Nutrition module.

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

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

Ass Prof Brian van Wyk, BSc (Hons), MSc, DPhil (US). SENIOR ACADEMIC PROGRAMME CO-ORDINATOR. Prior to joining SOPH as a lecturer in 2006, Brian van Wyk was a chief researcher in the Social Aspects of HIV/AIDS and Health research programme at the Human Sciences Research Council. His doctoral research on psychosocial support for Primary Health Care staff was conducted during his internship in the Health Systems Research Unit of the Medical Research Council. He was a recipient of the prestigious Fogarty HIV/AIDS and TB Research training fellowship at Columbia University, New York in 2006-7. His current research interests are in access and adherence to HIV treatment and social capital formation in an era of HIV and AIDS. He serves as Community and Health Sciences Faculty Deputy Dean of Research. He also convenes the Quantitative Research Methods module.
ADMINISTRATION AND CO-ORDINATION AT SOPH

Ms Marlene Petersen, SENIOR OFFICE COORDINATOR. Marlene Petersen joined the SOPH in 1998. She was previously employed at SA Nylon Spinners, The Urban Foundation, The Desmond Tutu Trust as well as the Education Policy Unit at UWC. She heads the Administration of the SOPH and her responsibilities include office management, Human Resources, Summer and Winter Schools and the financial administration of projects.

Ms Sidiqa Abbas, FINANCIAL ADMINISTRATOR. Sidiqa Abbas joined the School of Public Health in 2010. She assists with the financial administration of the school which also includes the financials of project funds, and Winter and Summer Schools.

Ms Tasneem Abrahams, ADMINISTRATOR. Tasneem Abrahams joined the School of Public Health in 2017, after a short-term contract at UWC’s Business Innovation Centre. She is responsible for venue allocation and provides support to a range of staff. Tasneem also assists with Winter and Summer School administration.

Ms Bridget Basson, B Admin (Hons)(UWC). ADMIN OFFICER. Bridget Basson joined the SOPH in 2000. She provides logistical support to a range of staff, and is involved in the co-ordination of the Summer and Winter Schools.

Ms Ntombomzi Buzani, RECEPTIONIST. Ntombomzi Buzani joined the School of Public Health in 2013 as a security officer. Since 2017 she took up the position of Receptionist and is responsible for the switchboard, general administration and assists with Winter and Summer Schools administration.

Ms Corinne Carolissen, ND Exec Sec & NHDPSE. SENIOR PROGRAMME ADMINISTRATOR, POSTGRADUATE PROGRAMME. Corinne Carolissen joined the SOPH in 2001 and has an Executive Secretarial Diploma as well as a Higher Diploma in Post-School Education from Peninsula Technikon. She initially worked for four years in the private sector and later joined the non-governmental sector for eight years. At SOPH, she is the Senior Student Administrator for the MPH, co-ordinates Mini-thesis and PhD administration, assists with the Winter and Summer Schools, and provides support to a range of staff and students.

Ms Teresa de Lima, SENIOR FINANCIAL ADMINISTRATOR. Before joining the School of Public Health in 2004, Teresa worked at the SA Reserve Bank for 16 years, the Independent Development Trust (IDT) and the European Parliamentarians for Africa. Teresa de Lima is responsible for the financial administration of the School which includes the management of all project funds.

Ms Carnita Ernest, BA (UCT), BSocSc (Hons) (UCT). PROJECT MANAGER. Re-joined SOPH in August 2016, having been part of the SOPH team in 2008. She has more than 15 years of experience working in the civil society sector focussing on issues of governance, peace-building, health and development. Underpinning all of this work is her personal commitment to human rights, gender equity, and social justice. Carnita has previously held senior positions within the Centre for the Study of Violence and Reconciliation (CSVRI), and the Centre for Citizens’ Participation in the African Union (CCPAU). She has also worked as an independent consultant. She has conceptualised and led complex multi-country projects, undertaken fundraising for project and institutional needs, and overseen end-of cycle evaluation of programmes, working with a diverse range of individuals and stakeholders. As Project Manager within SOPH, she co-ordinates projects, provides assistance for grant applications to academics, and monitors project progress and reporting.

Ms Janine Kader. ADMIN OFFICER, POSTGRADUATE PROGRAMME. Janine Kader joined the SOPH in February 2002; she co-ordinates the administration for PG Diploma students and is also involved in student administration for the MPH. She also assists with the Winter and Summer Schools, and provides support to a range of staff and students.

Ms Tamlin Petersen, ADMIN OFFICER. Tamlin joined the SOPH in June 2009 after many short term appointments as a student assistant where her main function included Winter and Summer School administration.

EXTRAORDINARY PROFESSORS

Prof Tanya Doherty, B Nursing, MSc, MPH, PhD
Tanya Doherty is a chief specialist scientist at the Health Systems Research Unit at the South African Medical Research Council. Her research focuses on maternal and child health research
including prevention of mother-to-child transmission (PMTCT) of HIV, child survival evaluations and community randomised trials. In 2014 she was awarded a Silver Medal at the MRC Scientific Merit Award Ceremony for her research achievements. Tanya has been a longtime collaborator of the School of Public Health and she was appointed an Extraordinary Professor in the School of Public Health in 2014. She is also an Honorary Associate Professor in the School of Public Health, University of the Witwatersrand.

**Prof Lucy Gilson, BA (Hons) (Oxford), MA (distinction) (East Anglia), PhD (London)**

Lucy Gilson has over 20 years of experience in health policy and systems research in a range of low- and middle-income countries. She is recognised as a leading international scholar in health policy, and has led a range of health policy and systems collaborative research projects and capacity development activities. She is the co-Research Director of the multi-partner Resilient and Responsive Health Systems Consortium and previously led the development of the partnership for Health Policy Analysis in Africa. She also serves on the steering committee of EQUINET (the regional network on equity in health in eastern and southern Africa), on the scientific and technical advisory committee of the Alliance for Health Policy and Systems Research and on the Advisory Board of the Health Policy and Planning journal. She was recently appointed to the Board of Health Systems Global. Lucy convenes the University of Cape Town’s Postgraduate Diploma in Health Management that targets South African senior public health managers and has a strong track record of Master’s and PhDs supervision in HPSA research. Lucy is involved in several collaborative research projects with SOPH and in the development of new short courses and modules in health policy and systems research.

**Prof Debra Jackson, BSN (Florida State), MPH (San Diego State), DSc (Boston)**

Debra Jackson is a Sr. Health Specialist in the Knowledge Management & Implementation Research Unit, Health Section, UNICEF New York, as well as Extraordinary Professor of Public Health in the School of Public Health (SoPH) at the University of the Western Cape (UWC). She lived in South Africa for 14 years prior to joining UNICEF and has experience working in several African countries, including South Africa, Uganda, Zambia, Burkina Faso, Malawi and Rwanda. She has served as principal investigator for a range of research projects, such as the multi-country PROMISE-EBF trial on promoting exclusive breastfeeding, and the National South African PMTCT Evaluation. She has qualifications in nursing, public health, epidemiology and biostatistics. Her interests are maternal and child health, perinatal health, nutrition, ethics and health systems research. Debra has also worked in the Pacific Islands and the United States. Her most recent research focus has been on prevention of mother-to-child transmission of HIV, infant feeding and community health workers. She has over 60 peer reviewed publications and has consulted for both WHO and UNICEF in the areas of PMTCT and iCCM.

**Prof Richard O. Laing, M.D. (Zimbabwe), M.Sc. (London), D.A. (South Africa), MBChB (Hons) (Zimbabwe)**

Richard Laing is a professor of Global Health at Boston University School of Public Health and a global leader in pharmaceutical policy and public health. After working as a medical doctor in Zimbabwe, Richard worked for Management Sciences for Health and established the International Network for the Rational Use of Drugs (INRUD). He subsequently spent 10 years at the World Health Organisation leading a team responsible for Medicines Evidence and Information for Policy. He has co-authored several key reports including World Medicines Situation Report 2004 and 2013 and Priority Medicines for Europe. He has been engaged on measurement of medicines pricing and availability and published widely in this area. Richard has been associated with SOPH for several years and was appointed as an Extraordinary Professor in 2014. He will be working SOPH to establish a Pharmaceutical Public Health track within the MPH programme.

**Adjunct Prof Christina Zarowsky, MD (McMaster), MPH (Harvard), PhD (McGill).**

Christina Zarowsky is Director of the Department of Social and Preventive Medicine, School of Public Health, University of Montreal and Extraordinary Professor at UWC’s School of Public Health. From June 2009 - December 2013, she was Professor of Public Health and founding Director of the Centre for Research in HIV and AIDS (http://www.hivaidsw.org.za) at UWC. The CRHA addresses HIV through policy- relevant research on systems (including plural health systems) and society in complex contexts of inequality rather than focusing on HIV disease itself, with cross-cutting emphasis on gender and social equity and capacity strengthening. Prior to coming to UWC, she worked for 9 years with Canada’s International Development Research Centre (IDRC) as head of health systems and equity and co-founder of Canada’s interagency Global Health Research Initiative, and was a researcher and lecturer in social and transcultural psychiatry at McGill University. Since joining SOPH, she has been involved in research, teaching
and policy dialogue on integrating HIV into comprehensive primary health care, social determinants of health (especially migration, inequality, and gender based violence), health policy and systems research, accountability and leadership, and capacity strengthening. Her academic background reflects her academic interests and practice in multi- and transdisciplinarity: BSc (Biology – Toronto); MD (McMaster), MPH (International Health - Harvard), PhD (Anthropology – McGill, "Refugee Lives and the Politics of Suffering in Somali Ethiopia"). She is a member of several international, advisory and editorial boards in global health and research capacity strengthening.

**EXTRAORDINARY ASSOCIATE PROFESSORS**

**Associate Prof Dr Harry Hausler, BSc (British Columbia), MDCM (McGill), MPH (Johns Hopkins), PhD (London) ABPM.** Harry Hausler is a family physician and preventive medicine specialist focusing on international health. He has worked with the WHO, and was the National TB/HIV Technical Advisor in the South African Department of Health. He is currently Medical Director of the TB/HIV Care Association (TBCA). His interests include developing systems and capacity to assist with integrated TB and HIV case finding and community-based adherence support; and the implementation and evaluation of the rollout of antiretroviral therapy in the context of comprehensive Primary Health Care.

**Associate Prof Ehimario Igumbor, BSc. Hons (UZ), MPH (UNIVEN), PhD (UWC).** Ehi’s research interests includes epidemiological studies on chronic diseases and health systems research, specifically fields involving evaluating health outcomes, burden of disease analyses and health service surveys with a focus on routine health information systems. He is a rated researcher with the National Research Foundation and serves on the National Executive Committee of the Public Health Association of South Africa (PHASA). Prof Igumbor is currently employed as a Public Health Specialist/Epidemiologist in the United States Government Centers for Disease Control and Prevention (CDC) in Pretoria, South Africa.

**Associate Prof Vera Scott, MBChB (UCT), DCH (UCT), MPH (UWC), PhD (UWC).** Vera Scott is a medical doctor with a particular interest in maternal and child health. Prior to joining the SOPH in January 2001, she worked for four years in Mitchells Plain Community Health Centre and developed an integrated child health programme for that district.

**EXTRAORDINARY LECTURERS**

**Dr Marisa Casale, PhD (UCT), Masters in Rural Development Cooperation (Italy)**

Dr Marisa Casale is an Honorary Associate both with the SOPH and Oxford University’s Department of Social Policy and Intervention. Marisa started her career in finance, working for an Italian development bank, but has spent the past twelve years conducting health research in South and Southern Africa. She has been a Senior Researcher at the Health Economics and HIV/AIDS Research Division (HEARD) at the University of KwaZulu-Natal, where she helped set up and manage a Health Governance and Finance programme, and a Senior Teaching and Research Fellow at Oxford University’s Department of Social Health and Intervention. She has worked within extensive international networks, including UNAIDS, IFPRI, Metropolitan Life, IDRC, ODI, SIDA, South African government departments and international university partners. Marisa has managed both qualitative and quantitative empirical research, as well as systematic review work, research symposia and research advocacy and dissemination. Foci of her multi-disciplinary research have included HIV prevention among youth, the economic aspects of HIV, social networks and health, and caregiver and child health in the context of HIV.

**Mr Percival Daames, BPharm (UWC), MSc (UBir)**

Percival Daames was until recently employed as a Senior Technical Advisor: Pharmaceutical and Therapeutic Committees (PTC) and Medicine Use Evaluation at the Systems for Improved Access to Pharmaceuticals and Services (SIAPS) Programme, Management Sciences for Health, an international NPO where his responsibilities are to provide technical assistance to support the implementation of activities aimed at strengthening pharmaceutical systems and services especially in relation evidence-based decision making and the rational use of medicines. Previously, he worked as Health Advisor at the Commonwealth Secretariat in the United Kingdom; Pharmaceutical Policy Specialist/Chief Pharmacist at the South African National Department of Health, where he gained experience in the fields of pharmaceutical regulation, health policy, health economics, pricing and reimbursement and international pharmaceutical policies; as well as in the medical insurance industry, retail and private hospital pharmacy. He is
a registered pharmacist and has a MSc in Health Economics and Health Policy from the University of Birmingham, United Kingdom. Percival is assisting in the development of learning materials and delivery of courses in the new area of Pharmaceutical Public Health.

Photographs of all the staff are to be found on the SOPH website: http://www.uwcsoph.co.za

Contact details of all staff are included at the end of the Programme Handbook.

5 THE SOPH POSTGRADUATE PROGRAMME

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

5.1 DIAGRAM OF THE SOPH’S POSTGRADUATE PROGRAMME 2018

Access to the next level is not automatic and is dependent on the student’s performance.

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<thead>
<tr>
<th>Postgraduate Diploma in Public Health - NQF Level 8 (Six compulsory/core 20 credit coursework modules)</th>
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<tbody>
<tr>
<td>Introducing Public Health: its Basis and Scope</td>
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<tr>
<td>Descriptive Epidemiology</td>
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<tr>
<td>Population Health and Development: A Primary Health Care Approach I</td>
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<tr>
<td>Health Promotion for Public Health I</td>
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<tr>
<td>Monitoring and Evaluation for Health Services Improvement I</td>
</tr>
<tr>
<td>Management Strategies for the Public Health Services I</td>
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| POSTGRADUATE DIPLOMA IN PUBLIC HEALTH (120 CREDITS) |

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<tr>
<th>Master of Public Health – NQF Level 9 (Eight 15 credit coursework modules + Mini-thesis; six core, 2 elective)</th>
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<tr>
<td>Population Health and Development: A Primary Health Care Approach II (Core)</td>
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<tr>
<td>Measuring Health &amp; Disease II Intermediate Epidemiology (Core)</td>
</tr>
<tr>
<td>Management Strategies for the Public Health Services II (Core) Health Promotion for Public Health II (Core)</td>
</tr>
<tr>
<td>Public Health Research (Core)</td>
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<tr>
<td>Qualitative Research Methods OR Quantitative Research Methods</td>
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<tr>
<td>Elective module 1 (Both electives may be selected from one of seven Public Health Areas of Specialisation)</td>
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<tr>
<td>Elective module 2</td>
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<td>Mini-thesis (60 credits)</td>
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| MASTER OF PUBLIC HEALTH (180 CREDITS) |

<table>
<thead>
<tr>
<th>PHD in Public Health – NQF Level 10</th>
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<tr>
<td>Thesis</td>
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| PHD IN PUBLIC HEALTH (240 CREDITS) |
5.2 MODE OF STUDY

The SOPH Postgraduate Programme is offered through a combination of distance learning materials written in the form of interactive study sessions plus optional contact sessions (Summer and Winter School), as well as phone and e-mail contact. From 2016 we are delivering our modules through iKamva, UWC’s integrated on-line Learning Management System (a SAKAI e-learning platform) which we have piloted with selected modules over the past couple of years.

We will therefore NOT be printing and couriering hard copies of study materials as in the past. Materials for all core PG Diploma and MPH modules will be provided on a USB flash drive to new students only. Your study materials for each module will comprise a Module Guide, Readings and additional materials. You will receive your learning materials for the whole year at the beginning of the first semester. These will also be lodged on the Module’s online platform on iKamva, which offers various educational technologies to facilitate greater interactive engagement between students at a distance and the module convenors. These include asynchronous online Discussion Forums and synchronous chat rooms. More information on iKamva follows in section 7.8.

SOPH's face to face contact sessions are held at annual Summer and Winter Schools at the SOPH, UWC campus in Cape Town. Summer School courses in February/March complement the first semester modules; Winter School modules complement 2nd semester modules. Summer and Winter school courses are also open to health professionals in the services and members of the public. More details follow in section 5.4.

5.3 DECIDING ON YOUR PACE OF STUDY

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

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

You are welcome to consult the MPH or Postgraduate Diploma Co-ordinator regarding your pace of study and MPH selection of modules.

Other students’ experience of studying part-time

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

These students’ experiences bear this out:

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

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

Many health professionals on the programme have chosen to study at the slower pace. This certainly pays off in terms of their engagement with the programme and the quality of work they produce; it also reduces their stress levels. But have no doubt, it still requires good time-management! If you are in any doubt about the workload, discuss it with one of the Student Administrators or the level co-ordinator of your programme. Misjudging your time could result in your falling behind with assignments, dropping a module and thereby wasting fees, becoming demotivated or causing yourself unnecessary stress.

5.4 **SUMMER AND WINTER SCHOOL SHORT COURSES**

Twice a year at Summer and Winter School, contact sessions are offered free to students for the modules for which they are registered for the current year. Those who attend other Short Courses at Winter School for their own interest will pay attendance fees.

<table>
<thead>
<tr>
<th><strong>Summer School</strong></th>
<th><strong>Winter School</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>takes place from 12 February – March 2018. The Programme will be circulated in early December.</td>
<td>will be held 2 – 20 July 2018. The Programme will be circulated to you in March.</td>
</tr>
<tr>
<td><em>Academic Skills workshops are offered during these periods.</em></td>
<td></td>
</tr>
</tbody>
</table>

Most Short Courses correspond with and support the distance learning modules: they serve both as an introduction to the module and as enrichment for learning. The Short Courses are known and valued for their interactive approach. If you attend a Short Course, you must still take the same module by distance learning (DL).

Although optional (because of the cost of travel and accommodation, and our students’ work commitments, attendance is strongly recommended at least once a year and particularly for *Measuring Health and Disease II*, and *Quantitative and Qualitative Research*. Each Short Course runs from Monday to Friday between 08h30- 16h30. Academic Development and Information Literacy workshops are also held during this period.

MPH students should note that some newly developed MPH Electives are delivered only as Short Courses (SC) at Winter School; if you select one of these, you must attend Winter School, complete all required reading and activities and then complete two assignments.
Costs Attached to Short Courses
As a registered student, you are entitled (without payment of extra fees) to attend Summer and Winter School courses which match your first and second semester modules. You will, however, have to cover the costs of transport, accommodation and meals. SOPH provides a list of Bed and Breakfast establishments nearby.

Booking Early for Summer and Winter Schools
Always send your Booking Form early to ensure a place in Short Courses, as the Winter School courses are often oversubscribed. This is because Winter School is open to the broad health and welfare community. Advance information is always sent to registered students but places are allocated on a first-come first-served basis. You may wish to share the Winter School programme with work colleagues who are not registered for the programme, as they are welcome to attend Short Courses. They will however have to pay the prescribed fees.

Cancelling Your Booking
We urge you to let us know in advance should you decide to cancel your attendance. When students cancel at the last minute or simply do not arrive, they deny others the opportunity to attend. Please be considerate to fellow students and SOPH colleagues, as venues and refreshments are also planned around your attendance.

STUDY PERMITS, MEDICAL INSURANCE AND SUMMER/WINTER SCHOOL

Study Permits
No study permits are required to attend Summer or Winter School. You will need a Holiday Visa.

Medical insurance
You are advised that the SOPH and UWC will take no responsibility for medical expenses incurred by those attending courses on our campus. Citizens of other countries attending Summer and Winter School courses are required to have Medical Insurance, and to send evidence in advance in order to be able to attend Summer or Winter Schools; similarly, South African students will be required to take care of their own medical expenses.

Paying Fees and Collecting Study Materials at Summer School
Those who attend Summer School in February usually pay their Programme fees at UWC, and collect their core modules on the USB flash drive. This saves the cost of couriering the USB flash drive. The disadvantage is that registration still takes a few days and, until you are registered, you are denied access to certain UWC facilities, e.g. the library. For those who do not attend, study materials will be posted or couriered.

6 ADMINISTRATIVE MATTERS

6.1 QUICK REFERENCE FOR ADMINISTRATIVE CONTACT

<table>
<thead>
<tr>
<th>STUDENT REGISTRATION</th>
<th>(+27 21) 959 2591 (Ms Janine Kader): <a href="mailto:soph-comm@uwc.ac.za">soph-comm@uwc.ac.za</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>SOPH Student Administrators</td>
<td></td>
</tr>
<tr>
<td>FEES ACCOUNT ENQUIRIES</td>
<td>STUDENTS BASED IN SOUTH AFRICA (+27 21) 959 3110/3108 <a href="mailto:studaccount@uwc.ac.za">studaccount@uwc.ac.za</a></td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>STUDENTS BASED OUTSIDE OF SOUTH AFRICA (+27 21) 959 2479 / 3392 / <a href="mailto:finance@uwc.ac.za">finance@uwc.ac.za</a> (Subject line for email: International fees)</td>
</tr>
<tr>
<td>FINANCIAL ASSISTANCE ENQUIRIES</td>
<td>Loans (for South African students) Bursaries: Mr Ebrian Johnson, UWC Financial Aid Office, (021 959 3338) <a href="mailto:mwbennett@uwc.ac.za">mwbennett@uwc.ac.za</a>. Working South African students can apply to finance their studies through FUNDI (previously called Edu-Loan) - , which requires no deposit; interest rates of prime + 1% interest are charged, and students pay back loans on fixed installments. Contact Mrs Pamela Mtshakaza: <a href="mailto:pamela@fundi.co.za">pamela@fundi.co.za</a>, (021) 959 3104/959 6552. Alternatively you can call 073 551 9582 or visit <a href="http://www.fundi.co.za">www.fundi.co.za</a>.</td>
</tr>
<tr>
<td>CHANGES OF ADDRESS, surname or contact details</td>
<td>Send the Student Details Update Form (section 6.11) to SOPH and to Student Registration, Att: Mr Carlo Links, UWC, P/Bag X17, Bellville 7535 SOUTH AFRICA; <a href="mailto:clinks@uwc.ac.za">clinks@uwc.ac.za</a> (+27 21) 959 9247. Alternatively, you may process it online, use the link: <a href="http://form.jotformpro.com/form/51512423251947">http://form.jotformpro.com/form/51512423251947</a></td>
</tr>
<tr>
<td>ASSIGNMENT ENQUIRIES</td>
<td>For content or assignment queries, contact the relevant lecturer or leave a message with the Student Administrator (+27 21) 959 2591 / 959 2166 /2809. For deadlines or any other administrative queries, contact the Student Administrators.</td>
</tr>
</tbody>
</table>

6.2 PAYMENT PROCESS AND STARTING YOUR STUDIES

Or those in their first year with us, we have resolved to process all online registrations ourselves. So please do not do it yourself. Consult Janine Kader for assistance.

Bear in mind that delayed payment delays the start of your studies. Aim to have your study materials and to be working towards your first assignment by absolute latest the 15th of February. This means that your fees must be paid before 19 January 2018, so that we can dispatch your materials before the end of January 2018. All of these processes take time, so you must read the following carefully and try not to contribute to delays.

- You were sent your Student number by Janine Kader at SOPH; it is different to your Applicant number. Phone if you have not received it by now. If you have not submitted your SAQA Certificate, a student number cannot be generated.
- Only once we have received proof of your Minimum Initial Payment can we dispatch your USB flash driver by post or courier. This will hopefully enable you to start studying during February 2018. Late payment means late receipt of study materials, which will jeopardise your progress.
- A memo detailing the registration process has been sent to you. Please consult it.
- If you change your mind about one of the modules after you are registered, there
are two opportunities to make changes: see section 6.5.

- Be aware that you **must register every year that you intend to study**, and you must inform the Student Administrators if you do not intend to study for a year. The SOPH Student Administrator will facilitate the registration process for you on campus but it is your responsibility to make sure that you are registered in time annually.
- Those who attend Summer School should pay fees, register and collect their materials at SOPH.
- If you are not attending Summer School, please send a passport size photo for your Student Card with your name and Student Number on the back. Post it to the Student Administrators, SOPH by the end of January 2018. You need this card to use the library and other facilities when on campus, but you must first be registered.

**Study Permits**

No study permits are required because the courses are offered at a distance. To attend Summer or Winter School, apply for a Holiday Visa, as you would for a conference. You must, however, send us evidence of Medical Insurance in advance. This can, in many instances, be purchased when you buy your air ticket. **For students who choose to live in South Africa during their studies, a study permit and medical insurance are required.**

**IN SUMMARY, DON’T FORGET TO ...**

- Pay your Minimum Initial Fees as soon as possible.
- When you deposit fees, make sure that your surname, initial and Student Number are on the bank deposit form or cheque, otherwise your payment cannot be allocated to your account.
- Keep a copy of your receipt of payment, and all transactions and communication with SOPH.
- Scan or fax a copy of these receipts to the Student Administrator at SOPH, asap.
- Clarify with Janine Kader whether you want materials couriered to you.
- Student cards are available on request. In this instance, send a passport size photo with your details on it to the SOPH Student Administrators. We advise you to send a pdf or JPEG to save time.
- Make sure all postal, email and delivery addresses are reliable. Update if they change.

### 6.3 FEES AND BANKING DETAILS

**Pay your Initial Minimum Fees before the end of 2017!**

It is risky to wait until January 2018 to pay your fees. Firstly, the December holidays and the start of a new year is an expensive time for many of us. Secondly, SOPH will not dispatch your study materials without having first received your study fees. Thirdly, you will not be able to register unless your fees have been deposited. Finally, nothing will be processed at UWC between 23 Dec 2017 - 2 Jan 2018. So ... try to make payment before **19 Jan 2018** to avoid delays in receiving your study materials.

**International students with African Country Citizenship**

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

**International students without African Country Citizenship**

International students without citizenship of an African country will be required to pay the international fees as published by UWC. This amount is much higher than the African citizen fees.
Fee payment by International students
Both categories of international students are required to pay the full tuition upfront, for every year of registration. The registration fee is payable annually.

Students who take these Programmes should budget for the following costs:

- Registration and Tuition Fee (per module)
- Bank charges
- Cost of travel, accommodation and subsistence if you attend Summer/Winter Schools (optional, but recommended); attendance for Descriptive Epidemiology (PG Diploma 1st years), Measuring Health and Disease II (MPH 1st years), Qualitative and Quantitative Research (MPH 2nd years) at Summer School is highly recommended
- Mini-thesis related fees including penalty fees, proofreading, copying, binding
- Prescribed books (if applicable).

**Please note: The fees for 2018 have not been confirmed yet.**

<table>
<thead>
<tr>
<th>APPLICATION &amp; REGISTRATION FEES (applies to all applicants) These fees are paid directly into UWC’s account</th>
<th>Approximately</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration fee</td>
<td>R1 340</td>
</tr>
<tr>
<td>Minimum compulsory payment for South African citizens only (Registration and part-Tuition Fees). <strong>SA students pay 2/3 of fees on registration;</strong></td>
<td>R 4 300</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOUTH AFRICAN AND INTERNATIONAL STUDENTS WITH AFRICAN CITIZENSHIP * Students with African citizenship pay their annual fees in full in order to register.</th>
<th>* Includes Madagascar, Mauritius and Seychelles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost per module (All modules)</td>
<td>R 2 630</td>
</tr>
<tr>
<td>Cost per module (Nutrition Stream/Elective modules)</td>
<td>R 4 580</td>
</tr>
<tr>
<td>MPH mini-thesis</td>
<td>R 6 030</td>
</tr>
<tr>
<td>MPH Full Thesis</td>
<td>R28 215</td>
</tr>
<tr>
<td>Doctoral thesis</td>
<td>R31 050</td>
</tr>
</tbody>
</table>
INTERNATIONAL STUDENTS (without African citizenship)  
Paid in full in order to register (Feb 2018)  

<table>
<thead>
<tr>
<th>SERVICES</th>
<th>APPROXIMATE TUITION FEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost per module (All modules)</td>
<td>R11 700</td>
</tr>
<tr>
<td>Cost per module (Nutrition Stream/Elective modules)</td>
<td>R17 900</td>
</tr>
<tr>
<td>MPH mini-thesis</td>
<td>R21 000</td>
</tr>
<tr>
<td>MPH Full Thesis</td>
<td>R64 980</td>
</tr>
<tr>
<td>Doctoral thesis</td>
<td>R64 980</td>
</tr>
<tr>
<td>Bank Charges (see below)</td>
<td></td>
</tr>
</tbody>
</table>

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

DEPOSIT TUITION FEES DIRECTLY INTO THE FOLLOWING UWC ACCOUNT:

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

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

Telephone: 27 21 959 2479 / 3392  
Fax: 27 21 959 1556 / 2986

Please remember to use your student number (not your Application number) as a reference when you make your deposit; your deposit is untraceable otherwise. Please take note that YOU must pay bank charges when you pay your fees.
International students please note that in addition to sending your proof of payment to soph-comm.ac.za, you must ALSO send proof of payment to our Finance Foreign Payment section in order for your payment to be traced. This will ensure that there is no delay in your monies appearing in your student account.

Send it to:
Fax: 27 21 959 1556 / 2986
Telephone: 27 21 959 2479/ 3392
Email address: finance@uwc.ac.za

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

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

6.4 FINANCIAL ASSISTANCE

BURSARIES
Applications for bursary assistance can be made through Mr Ebrian Johnson, UWC Financial Aid Office, 021 959 3338 or ejohnson@uwc.ac.za, usually before September of the previous year.

LOANS
Working South African students can apply to finance their studies through FUNDI (previously known as EDU-LOAN), which requires no deposit; interest rates of prime + 1% interest are charged, and students pay back loans on fixed installments. Contact Mrs Pamela Mtshakaza: pamelam@fundi.co.za. (021) 959 3104/951 5673. Alternatively you can call 073 551 9582 or visit www.fundi.co.za.

6.5 AMENDING YOUR ENROLMENT OR CANCELLING REGISTRATION

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

If you find that you have over-committed yourself, you can formally de-register. There are two very good reasons to formally de-register:

- You can save on fees if you send your notice to de-register on time (date to be confirmed) for Semester 1 modules; for Semester 2, you may formally deregister (date to be confirmed). If you miss the official dates, you will still be liable for fees for the modules you registered for, even if you do not complete them.
- If you formally deregister, these modules will not appear as an “incomplete” on your academic record for 2018.

Please also be aware that if you decide not to register at all next year, you should also notify the SOPH Student Administrators in writing by mid-November of the previous year. You would have to re-apply to the Student Administrators the following year and pay another Application Fee (if applicable). Re-applications should be with us by 31 August
DEREGISTRATION DATES FOR MODULES, 2018

To withdraw from a module, i.e. to de-register, do so by writing to the UWC Student Admin (c/o SOPH).

**Semester 1 Modules:** You may cancel your registration for one or more modules in writing: **date to be advised**

**Semester 2 Modules:** You may cancel your registration for Semester 2 modules in writing: **date to be advised**

Please do not overlook this process - it can be costly!

### 6.6 Registering in your second and subsequent years

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

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

**How Long Can You Take to Complete Your Qualification?**

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

These Rules indicate how long you may take on the qualification; they are contained in this Handbook.

**If you do not fulfill the Progress Rules**

The academic rules also specify Rules of Progress which indicate the minimum number of modules you must pass per year. If you do not comply with the Progress Rules, which you will find under the relevant qualification, you will be academically excluded; you must then submit a Letter of Motivation to SOPH: it will be considered and recommended or declined; applications from those that are recommended to continue will be submitted to the Higher Degrees Committee who may or may not give approval. Fee penalties will be applicable.

**Postgraduate Diploma in Public Health:** expected completion time = 2 years. Progress Rules: You must have 40 credits at the end of Year 1 to proceed to year 2; see Progress Rules for this qualification.

**Master of Public Health:** expected completion time = 3 years. You must have 45 credits (3 modules) by the end of Year 1; 75 credits (5 modules) by the end of year 2; see Progress Rules for this qualification. From your 4th year, and any additional year taken for your MPH - you will be obliged to pay for Registration as well as for the Mini-thesis penalty fee annually. Please note that it is usually the Mini-thesis which delays students’ completion of the MPH.
Doctoral thesis: If you take an additional year for the PhD - which is a 5 year qualification - there will be financial penalties. This means that from the 6th and subsequent enrolment for Doctoral students, you will be liable for the prescribed annual registration fee and annual penalty fee.

### WHAT TO DO IN THE FOLLOWING SITUATIONS ...

- **You have been academically excluded because you do not have enough credits to progress:** Submit a motivation to SOPH immediately after receiving your results; if accepted, it will be submitted to the Higher Degrees Committee, whose decision is final.

- **You are not finished your MPH in 3 years:** Write a motivation to SOPH by October; if supported, it will be submitted to Higher Degrees Committee; if they accept it, you must pay a mini-thesis penalty fee for the 4th and any additional year. After a 4th year, you are unlikely to be accepted back.

- **You wish to suspend your studies for a year:** Motivate to SOPH in writing by November why you need a leave of absence; a year later, apply for permission to resume (to SOPH) before the end of August; after acceptance by Higher Degrees Committee, fill in a new online Application Form and pay the fee to re-activate your student number by.

- **You have taken a year’s break (or more) between qualifications, and want to apply for a higher qualification:** Follow the usual Application procedures. Fill in a new Application Form and pay an Application Fee (if applicable) to re-activate your student number (which stays the same). Your application will be considered by a SOPH Selection Committee alongside other applicants.

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

### 6.7 GETTING YOUR STUDENT CARD

Each registered student is entitled to a student card. This card is required to enter the UWC campus, the UWC library, the Postgraduate Centre on Level 13 of the UWC Library and other facilities available on campus. It may also give you cost concessions for travel and some recreational clubs and events. Send a passport size photograph (send a JPEG or PDF to save time) to the SOPH by the end of January 2018. Write your name and student number on the back of the photo. A student card will be posted to you or given to you at Summer School.

### 6.8 LIBRARY ACCESS

A student card is required to enter the UWC Library in Cape Town. When in Cape Town, students will have access to the facilities of the UWC library, i.e. borrowing books, conducting Internet searches, photocopying, etc. Journals cannot be taken out of the library but can be copied inside the library.

**Distance users**

If you are not resident in Cape Town, apply to be a “Distance User”, through the Faculty Librarians or Inter Library Loans.
Please note: Books may not be borrowed outside of South Africa. Students can requests photocopies of chapters within a book, or journal articles via Inter Library Loans at their own cost.

Your Faculty Librarian is Ms Karen Cook (Erasmus). Contact details are below. The Faculty Librarians offer many kinds of assistance to UWC Faculty of Community Health and Sciences students.

As a postgraduate student of UWC, and a South African resident, you also have access to the libraries of other academic institutions in South Africa, for which an administration fee may be charged. To join a local library:

- Request a “Letter of introduction” from the Faculty Librarian. If she is away, please ask the SOPH Student Administrators (Corinne or Janine).
- You could obtain your letter during Summer or Winter School.
- Present this letter with your student card at your local academic library. If you have any difficulties, contact the Faculty Librarian.

Students from other parts of Africa may request a letter of introduction from the SOPH Student Administrators, to an academic library: we hope that this will assist you, but cannot give any assurances.

For more information about the Library and its facilities, see section 7.5 below.

6.9  MODULE EVALUATIONS

At the end of each semester, we ask students to evaluate the modules they have studied, as well as SOPH’s administration and support to students. We use this feedback to improve the modules and the support we offer. We urge you to respond when asked; it is mandatory in the quality assurance system for higher education in South Africa, and students have in the past tended to ignore this request. In addition, future students will benefit from your feedback. So, while you study, keep notes of difficulties you have had, as well as ideas on how we might improve the modules. We take this advice very seriously, and you can submit the evaluation anonymously.

We will also send other specific evaluation requests from time to time. Again, we urge you to participate, and help us to improve the Programme for the sake of future students. We appreciate your comments, both positive and negative and we are known to act on them!

6.10  USING YOUR UWC E-MAIL ADDRESS i.e. gmail

For correspondence with SOPH you will need to use your UWC gmail account (see UWC’s new policy). This gmail address will be assigned by UWC using your student number. It will take this format: studentnumber@myuwc.ac.za. If you were a student at UWC before, your student number will remain the same. Some of you may already be using gmail, so this will be a second gmail address. Using gmail will have some distinct advantages; allowing you to use educational Google applications beneficial to SOPH students such as Google sites (ePortfolio) and Google Drive for free cloud storage.

The following are also general advantages anticipated in using gmail:

- Each mail box will be provisioned with 30 GB of space.
- Gmail is part of the total Google Apps package which you can then access.
- You will be connected to Google Calendar allows easy coordination of schedules or events online.
- Google Docs allows you and others to create and collaborate on documents and spread sheets together at the same time.
- If you save documents you are busy with on Google Drive, it will be easier to access your files either “in the cloud” or on your mobile device.
Most Android Smart phones and Tablets have the Gmail application pre-installed and it requires a few steps to configure it for email access. Gmail has an excellent built in anti-spam feature.

As a UWC student, and ambassador of the university, the Director of IT has requested that you observe and adhere to the policies and security measures associated with your Gmail account.

**How to access to your new Gmail and Google Apps Account**

1. Go to the UWC PORTAL and select the Email link at the top of the web page; or alternatively select the following link: http://www.uwc.ac.za/Pages/Email.aspx#.Uf-ssZlwfzw

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

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

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

1. **Email:** <your student number>@myuwc.ac.za

2. **Password:** for non-South African students <your Date of Birth (D.O.B)> in the format YYYYMMDD. i.e. 8 June 1987, will be entered as 19870608 Select the **Sign In** button for South African students, use your 13 digit ID number and select the **Sign In** button.

**NOTE:** If you do not enter your student number in combination with @myuwc.ac.za or your date of birth (yyyymmdd) the following error message will appear: “The username or password you entered is incorrect.”

**IF YOU WANT TO CHANGE YOUR PASSWORD**

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

**NOTE:** A preferred complex password would contain Uppercase (ABC), lower case (abc), special characters (!@#) and alphanumeric characters (1q2W). e.g. Kokerboom*321

*This second password change is for your own protection!* It ensures that your email remains strictly private for your own use. Your Date of Birth password can be easily guessed by your friends or your lecturer! Do not compromise the privacy of your student email account.
INSIDE GMAIL
1. Log in again to Gmail, with your **new secure password**.
2. The opening web page will display ‘Your services at myuwc.ac.za’, listing all the features you have access to.
3. Select the Gmail option, which will direct you to your Gmail Inbox

**Welcome to your Gmail Inbox!**

4. Select the ‘Compose’ button to create and send mail

To explore any of the additional features or discover how to send email, visit the Gmail / Google Apps Training Site: https://sites.google.com/a/myuwc.ac.za/uwc-google-apps-elearning-site/

**Important Links / URLs**

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<tr>
<th>URL</th>
<th>Description</th>
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<tr>
<td><a href="http://www.uwc.ac.za/Pages/Email.aspx#.Uf-ssZiwfzw">http://www.uwc.ac.za/Pages/Email.aspx#.Uf-ssZiwfzw</a></td>
<td>Direct access to UWC email webpage, to select the Gmail icon</td>
</tr>
<tr>
<td><a href="https://www.google.com/a/myuwc.ac.za">https://www.google.com/a/myuwc.ac.za</a></td>
<td>Direct access to the Gmail login page</td>
</tr>
<tr>
<td><a href="https://sites.google.com/a/myuwc.ac.za/uwc-google-apps-elearning-site/">https://sites.google.com/a/myuwc.ac.za/uwc-google-apps-elearning-site/</a></td>
<td>Direct access to Google training material</td>
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</tbody>
</table>

**It is important to note the following:**
- Changing your Gmail password will affect all authorised logins attached to your student number, such as library and iKamva.

We urge you to check your gmail mailbox for official UWC communications, e.g. fees notifications. So even if you use another e-mail address for regular correspondence with SOPH, please check your UWC email regularly. The UWC uses this address for all communication.

**IF YOU WANT TO MERGE YOUR STUDENT EMAIL WITH YOUR PERSONAL/WORK EMAIL**

**NB. You will need to have logged in with your student email account to follow these instructions**
Click on the setting icon on the top right corner of your screen (circled in red)

A list of options will appear, Select **Settings**

To import or merge your student email with your personal/work email account click on **Accounts and Import** option at the top tool bar

To add your personal or an email address you check frequently, click on the **Add a mail account**
Enter the email address and then click on **Next** and then **Next** again on the following prompt.

Insert the Password of the email address you have provided. There are also additional option that you may wish to select. Click on **Add Account** to follow additional dialogue boxes.
6.11 KEEPING IN CONTACT - YOUR RESPONSIBILITY

It is of the utmost importance that you have a reliable email address, telephone number and physical address. Without this, you may not receive crucial course information. It can also be time-consuming for the SOPH Student Administrators to try to contact you.

We strongly recommend that you use your gmail address for all UWC correspondence. You are therefore asked to update us on any changes in your student details, as soon as they change. To do this, please complete and scan the page that follows and email it to the SOPH Administrators 021 959 2872 or email it to: soph-comm@uwc.ac.za.
STUDENT DETAILS UPDATE FORM: SCHOOL OF PUBLIC HEALTH, UWC

Course name: ____________________________________________

Student’s Name/s (First name/s, then surname):

_________________________________________________________

Previous surname if this has changed: ___________________________

Full name as it should appear on degree certificate:

_________________________________________________________

Postal Address: ___________________________________________

City/Town: __________ Province: __________ Postal code: ______

Country: __________

Physical Address for study materials delivery during the day, where there will be someone to receive them:

_________________________________________________________

City/Town: __________ Province: __________ Postal code: ______

Country: __________

Contact information

Home number ( ) __________________ Work number ( ) __________

Fax number ( ) __________________

E-mail address: __________________________________________

Signed ______________________ Date ________________________

Please note: Change of address or name

If you change your address or name, please send it to: The Student Administrators at SOPH and the UWC Student Registration Office separately in writing. Att: Mr Carlo Links, UWC, P/Bag X17, Bellville 7535 SOUTH AFRICA / clinks@uwc.ac.za.

Alternatively, change your details online. Use the following link:
http://form.jotformpro.com/form/51512423251947
7 RESOURCES AND STUDENT SUPPORT AVAILABLE TO YOU

These are the resources that you can use to support your studies:

- **Module Guides**
- Additional readings listed in the Module Guides (which you will find on the Internet)
- **Module Readings**
- Additional learning items, e.g. videos on USB flash drive for selected modules
- Online learning platform
- **SOPH Academic Handbook**
- Summer and Winter School Short Courses
- Discussion Forums (non-synchronous)
- Contact with the Module Convenor/Lecturer by phone or e-mail
- UWC Division for Postgraduate Studies (DPS) incl (PET Project - Postgraduate Enrolment and Throughput Project) for academic support including training in the development of academic skills, possibly help with writing skills (to be confirmed) and mini-thesis (see section 7.4.1).
- Contact with your peers, fellow students and a mentor in your workplace.

We explore each one in turn below.

7.1 LEARNING RESOURCES

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

You will also receive an electronic copy of the **SOPH Academic Handbook** which discusses academic skills guidance and some strategies for active studying. Explore this book before you start studying.

**Additional Media and References**
All study materials will be on the iKamva learning platform and materials for core modules will also be on the USB flash drive. Note that some of the modules also require you to buy prescribed books which are noted in the Module Introduction of those modules.

**Prescribed books**
Students taking the following modules should be aware of the requirement to buy the prescribed books.

**MPH students** should purchase the relevant prescribed books themselves. **PG Diploma students**, please purchase Introduction to Public Health prescribed book yourself. **Questioning the Solution: The Politics of Primary Health Care and Child Survival** required for Population Health and Development can be purchased at the School of Public Health, contact the PG Diploma Student Administrator regarding the cost and payment details.
PG Diploma in Public Health Prescribed Reading

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Master of Public Health Prescribed Readings

<table>
<thead>
<tr>
<th>Module</th>
<th>Book</th>
</tr>
</thead>
</table>

At MPH and PG Diploma level, you are expected to read beyond the materials provided. You will be given references for further reading, articles, books and websites in the Module Guides. (See *Using the Library* in sections 7.5 and 7.6).

Using the Internet

For many of your modules, and in particular *Public Health Research* and *Introduction to Public Health*, you will need to use the Internet to develop a literature review. This means: you need to find a place to use the Internet and develop the skills to use the Internet efficiently to search for literature, so that you are ready for this assignment. The UWC Library website can be very helpful in doing so, as is Google Scholar.

7.2 ATTENDING SUMMER AND WINTER SCHOOLS IN CAPE TOWN

A good way to kick start your studies is to attend the Short Courses offered at the UWC Summer or Winter School. You are entitled to attend Summer or Winter School Short Courses for most of your registered modules. They cover some of the content of the distance learning modules. Attending a relevant Short Course is beneficial but in recognition of financial constraints, it is not compulsory. It is however strongly recommended for *Descriptive Epidemiology* (PG Diploma) and for the MPH courses - *Measuring Health & Disease II* and for the research courses *Qualitative and Quantitative Research Methods*. To attend a Short Course, ensure that you book your place before the closing date. (See also 5.4).
7.3 TAKING ADVANTAGE OF LECTURER SUPPORT

Contacting your Lecturers
Should you have any difficulties with a module, you are expected to contact the Module Convenor/Lecturer for that module. You can do so by e-mail, SMS or telephone. Their contact details are provided at the back of this Handbook and in your Module Guide.

Sending Draft Assignments
Another important way to get support is to prepare a short draft of your assignment and to send it to your lecturer on the due date listed on an Assignment Schedule which will be sent to you by the Student Administrators. This process has been designed to give you feedback before you need to complete and submit your final assignment. A draft can simply be an outline of what you expect to do, or it can be used to check that your understanding of the assignment requirements is on track. You can then use the feedback you receive to finalise your assignment. No late draft assignments are accepted. There is more information about submitting Draft Assignments in Section 8.

Linking up with a Mentor
A mentor is someone who is readily available to meet with you, and can assist you with planning your studies, assignments and helping you to access resources. It would be ideal if you could approach someone in your institution or district to act as a mentor. Mentors should have more knowledge and experience than you. Mentors are not involved in marking assignments and would not need to know the module content in detail, but would be able to act as a sounding board and advisor.

It will be largely left to you to choose and approach such a person in your home area. The time commitment by the mentor should not be no more than about two hours every second week, and discussions should be held at a time and place that suits both of you.

Forming a Student Study Group or Network
On request, you will be provided with the contact details of other students registered for the same course, who live in your area. You are encouraged to meet, or to e-mail, fax or telephone each other. Study groups or peer groups have been shown to be powerful mechanisms for enhancing learning and sustaining motivation while studying at a distance. You are encouraged also to use the SOPH Online Discussion Forums as a means to network with your fellow students for mutual academic support.

7.4 DEVELOPING YOUR OWN STUDY SKILLS

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

- Ask for help when you need it from the Module Convenor/Lecturer, for example by submitting draft assignments and using the feedback to guide you.
- Use the SOPH Academic Handbook which will be sent to you with your study materials on the USB flash drive.
- Attend the academic skills sessions offered at Summer and Winter School.
- Request assistance from SOPH staff and librarian when you visit UWC. Please make such arrangements in advance.
- Contact UWC’s postgraduate academic development division called the
Division for Postgraduate Studies. You will find details below in 7.4.1.

### 7.4.1 Division for Postgraduate Studies

The Division for Postgraduate Studies (DPGS) [previously known as the Postgraduate Enrolment and Throughput (PET) project] provides academic support to postgraduate students. The DPGS assist postgraduate students with acquiring research skills such as academic writing, research methodology and data analysis.

The following services are offered by the DPGS:

- A Postgraduate Resource Centre on level 13 in the main library is a “quiet” space for postgraduate students to sit and write.

- Research Development Programmes on Saturdays covering topics such as proposal writing, research methodology, writing the literature review, presentation skills and; research funding opportunities and applications. Programmes are circulated at the beginning of each semester. If you wish to be included in the mailing list, please send in your request and details. The contact details are provided below. This will only be useful to students based in Cape Town.

- Research software training - ATLAS.ti is a qualitative data analysis software which is useful in the analysis of large bodies of textual, graphical, audio and video data. SPSS - Software Package for the Social Sciences - is a software package which assists in the analysis of quantitative data. Software training programmes will be advertised via the UWC communication emails.

- Communication literacy: Excel presentations (working with tables and figures in your thesis); Working with large documents; PowerPoint presentations.

- Information literacy: Literature support from the Faculty Librarian. In addition to this, library training for postgraduate students will be advertised via the Library User Education Programme and the DPGS yearly research development programme schedule. In The library programmes focuses on resources and information relevant to the group, e.g. online databases, online journals and other services in the library, which all postgraduate students may find useful e.g. interlibrary loan.

- One-on-one writing and qualitative/statistical coaching services are available in the Postgraduate Resource Centre (Level 13 in the library). For one-on-one writing and qualitative/statistical coaching services please follow the instructions provided in the box below. For those students living outside Cape Town, DPGS offer online academic assistance.

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**DPGS**

**To request a writing or qualitative/statistical coach:**

Go to "UWC website"
Select "Division for Postgraduate Studies"
Select "Services"
Select "Mentoring or coaching ... click on "click here" and submit completed form.

**Contact details:**

Mr Leslie Jubelin, Office Co-ordinator at (+27 21) 959 2451, ljubelin@uwc.ac.za;

Ms Cornelia Hart, Academic Co-ordinator at (+27 21) 9592007, chart@uwc.ac.za;

**For Saturday Programme bookings**
Go to "UWC website"
Click on on-line services
Select student portal
Select student access
Enter your student number and
ID/passport number Access the
‘workshops’ option.

Remember: your Academic Handbook and the Academic Literacy Resources on the USB flash drive will also assist you in gaining these skills!

7.5 USING THE LIBRARY

The current UWC Library was opened in 1989 and is housed in a spacious and modern building holding a collection of 288 039 books and 3 500 reference material titles. The Public Health collection is on Level 11. In addition, the Library carries 2 400 journal titles of which 1 240 are current subscriptions, plus more than a hundred database subscription titles, which house thousands of journal articles.

When in Cape Town, students will have access to the facilities of the UWC library, i.e. borrowing books, conducting database searches, photocopying, etc - but a Student Card is required for access. Journals can be used inside the Library only.

Contact Details for the Library Staff

OUR FACULTY LIBRARIAN:
Ms Karen Cook: Tel. +27 21 959 2684; e-mail: kerasmus@uwc.ac.za
Located on Level 11 in the Library

INTER-LIBRARY LOANS:
Ms Khonziwe Mpandle Tel. +27 21 959 2900 or e-mail: arieluwc@uwc.ac.za

ELECTRONIC RESOURCES LIBRARIAN:
Ms Anne Moon: Tel. +27 21 959 3016; amoon@uwc.ac.za.
Ms Moon is your first port of call if experiencing problems accessing UWC electronic databases.

DIGITAL MEDIA & COMMUNICATIONS LIBRARIAN (IT):
Mr Ricardo Davids: Tel. + 021 959 9497; rddavids@uwc.ac.za

INFORMATION AND COMMUNICATION SERVICE:
Service Desk: Tel. +27 21 959 2000; servicedesk@uwc.ac.za
Service Desk will assist you to activate or reset your username and password.

LIBRARY SECRETARY: Mrs Jacqueline Denton: Tel. +27 21 959 2209

Introduction to the Library Website

To use the Library Resources, go to the UWC website (http://www.uwc.ac.za); select Library [at the top of the screen] or enter the Library URL (http://lib.uwc.ac.za/) in the web browser. Once you are on the Library Webpage, you will see various options
along the top of the screen. Spend some time familiarizing yourself into this very important facility. This site works best on Mozilla Firefox and Google Chrome.

The sections that you will need most is “SEARCH AND FIND” (on the top) and the “Quick Links” (in the right hand side column) of the Library web page.

Please note Off-Campus Users: Click on the “A-Z Database” under the “Quick Links” menu when selecting any database. You will be prompted to authenticate yourself. We discuss how you do this in the next section (Section 7.6).

You should also explore the “INFORMATION LITERACY” section under the tab “SERVICES” in the top bar. Here you will find a number of useful tutorials on Information Literacy which will provide you with some of the literacy skills that are required to prepare and write your assignments. For example, you might want to take a look at some of the modules like “Searching a database” (Module 4), “Working with information and getting ready to write” (Module 6) and “Information Ethics: Citing Sources and Fair Use” (Module 7). These are critical skills in Postgraduate studies!

Please note that the newly developed Library Research Portal (http://lib.uwc.ac.za/research/) is available on the library webpage under the Research Portal tab.

You can also access the School of Public Health - Distance Students Library Guide http://libguides.uwc.ac.za/c.php?g=439983 by clicking on “CHS” under the “FACULTY PAGES” tab on the Library Website. This is another good place to start your orientation of the library website.

Distance Students: please also click on Distance Students under ‘Quick Links’ on library website to read more about the services that the library offers.

Just so you know you are in the right place: the UWC library homepage will look a bit like this (with the ‘news’ section in the middle obviously being different based on what is topical at the time).
We will also send you an updated Guide to Library Electronic Resources compiled by the Faculty Librarian on your Core Modules USB flash drive, to assist you in using these resources wherever you are.

**Note:** South African students from outside Cape Town: please read the section on library access (Section 6.8) which will guide you about how to go about gaining access to a more local academic institution library if you think that will be helpful for your studies.

**Using Inter-library Loans (ILL)**

As distance users in other provinces of South Africa, the holdings of UWC and other linked academic libraries are available to you through UWC’s ILL Department. You may send requests for journal articles which are unavailable or not full text on the databases, and it will be faxed to you, or you may be asked to pay a small fee for it to be posted to you.

If you are on the UWC campus and are able to visit the library you will find the ILL counter on Level 4. For further details, when on campus and off campus, speak to Ms Khonzziwe Mpandle, the ILL Librarian at +27 21 959 2900 (arieluwc@uwc.ac.za).

Through the ILL service you can, as a distance or local user, request books from UWC through the following channels:

- A local (non-UWC) academic library of which you are a member: find out how the Inter-library Loans procedure works in your local academic library.
- Your local municipal library - if the library is registered with the (South African) State Library. Check with your library - you may need to be a registered member of that library.

If you are on campus, you can request a book or a copy of a journal article or a thesis which is not in the UWC Library, by filling out a card at the ILL counter. You can also do this online by clicking on “Inter Library Loans” on the Library website under the “Quick Links” column. Then click on the tab “ILL Forms and Rates”.

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Alternatively, you can go straight to the online request form which is at: [http://libservice.uwc.ac.za/libsurvey/index.php?sid=79644&lang=en](http://libservice.uwc.ac.za/libsurvey/index.php?sid=79644&lang=en)

Books from other libraries in the Western Cape are usually obtained within a few days via the CALICO project, unless they are being used. Books at libraries further afield will take longer.

UWC library books are unfortunately not allowed to be taken or sent outside South Africa. However, students from other parts of Africa may request a letter of introduction to an academic library from the SOPH Student Administrators: we hope that this will assist you, but cannot give any assurances.

Library Research Support

The UWC Library Faculty Librarians and Institutional Repository librarian in collaboration with the Division of Postgraduate Studies (DPGS) supports research activities by providing postgraduate students and researchers the following services: appropriate e-resources training, research information literacy training, individual training sessions, developing a collection of print and e-resources that caters for researchers’ needs, references services, references management software, citation analysis, management of UWC output (Institutional Repository), open access resources, scholarly communication and research postgraduate workshops.

Postgraduate Research Lab - Library (Level 13)

The DPGS provides the following services for all postgraduate students at the Postgraduate Research Lab (PRL) on Level 13, managed currently by postgraduate coaches:
- Training of research software and skills, Library and information services access, presentation skills and research fund application skills.
- Mentoring and coaching on academic writing and analysis skills, technical assistance and proof reading skills.

The Library caters for postgraduate research students and researchers at the PRL by providing the following facilities: laptop areas; individual study carrels; consultation/meeting/working rooms; lounge area; lockable desks, completed Electronic Theses & Dissertations collection (online & printed); research collection and an IPad lab on level 6.

Making an Appointment with the Faculty Librarian

During Summer and Winter School, the Faculty Librarian runs a workshop on Information Literacy Skills for SOPH students and are also is prepared, by appointment, and by completing the Research Appointment Form: [http://libservice.uwc.ac.za/libapp/](http://libservice.uwc.ac.za/libapp/) to support individual postgraduate students as they search for literature for their research.

You can access the Research Appointment Form by clicking the tab “Research Appointment” under the “Quick Links” column on the Library website. Your Faculty Librarian is Ms Karen Cook (Erasmus), tel. +27 21 959 2684 or email: kerasmus@uwc.ac.za. Her office is in glass cubicles on Level 11 of the library.
7.6 USING THE UWC LIBRARY DATABASES

To use the UWC Library, you need to have a student number. This reinforces the urgency of registering as soon as possible. When studying at postgraduate level, it is not sufficient to use general internet websites, and certainly not Wikipedia for information for your assignments. They are not considered “scholarly” within the academic context.

You have therefore been given, through the UWC Library website, access to a large range of very useful Academic Databases (which in turn contain an enormous amount of academic resources, including journal articles). Academic Databases are like online academic libraries: they contain a wealth of “academically sound” documents. The good news is that most of the public health related articles you will be looking for during your studies (eg. those that you want to access for further reading purposes or for an assignment or for your mini-thesis research) will be available FREE on a UWC database.

Our Faculty Librarian has developed a comprehensive guide to using these resources (ie. the Guide to Electronic Resources) which will be sent to you on a USB flash drive. In the interim, here is a brief instruction which has been expanded on in the guide.

Please be advised that the Library website will automatically detect Off Campus users and will thus prompt for your Novell Username or Password (your Student Number) or Password (date of birth - yyyy-mm-dd) or passport or ID number when required.

Please note Off-Campus Users: Click on any database (A-Z) under on the ‘Quick Links’ menu and you will be prompted to authenticate yourself when off campus.

Follow the prompts which enable you, as a registered student, to access a huge number of scholarly databases. (See diagram below).

If you want to search for literature on a topic, you can search by clicking on:

- **A-Z Databases** to access a number of subscribed databases, OR
- **Databases by Subject** that will take you to list of databases arranged by subject (public health is under “School of Public Health”).
The most important steps:

To get to a database (for example, Ebscohost Web) go to “A-Z Databases” or “Databases by Subject” as illustrated below:

For off-campus users when you click on one of the Library’s databases (such as EbscoHost Web) the page that will pop up is the login one depicted below:

At this point you will see some information guiding you to log in with a Username and a Password. Use the same ones you chose for your UWC gmail address. This prevents the general public from using the databases for which the UWC (and you) pay subscriptions.
Just so you know, in order to get to a particular database (like the one we are using for this example, Ebscohost Web) you need to choose one of the two “Database” tabs (A-L) or (M-Z) which you will see once you have clicked on “A-Z Databases” in the “Quick Links” column. And then click on the appropriate letter (in this case “E”).

There are many different databases, some of which are included in other families of databases. By using one giant database, you can save a lot of time. For Public Health topics you could start off by using these ones:

EbscoHost, Science Direct SCOPUS PubMed Wiley Online Library

Below, we explain how to access them:

As mentioned above, once the Database screen is open, click on one of the alphabetical tabs (for example, A-L, for the database called EbscoHost Web), and sign in when required.

Then select the sub-databases which sound promising and relevant to your topic by ticking their boxes. We suggest you choose these ones to start: “Academic Search Complete”, “CINAHL Plus with Full Text”, “Health Source - Nursing/ Academic Edition”, “MEDLINE”, “SocINDEX with Full Text” to start. Click on “Continue” at the bottom left. This means you are searching all these databases simultaneously.

Next do what is called an Advanced Search. Play around with all the options to see what is available on that page, but for a very basic search don’t change anything unless you only want Full Text articles.

Start off by putting in your search words. For example, if you are looking for literature on the topic of low birth weight and the link to malaria in Africa. Type “low birth weight” in the first search box, “Africa” in the next and “malaria” in the third. You may also get the information you want by using the synonyms of words, or combinations of different words that relate to your topic of interest, e.g. birth weight; and birth weight and malaria. Leave Africa out, and you will get references for Asia and elsewhere too. If you click on the “Limit to Full Text” (left hand column) you should get just those in the original listing that are full text articles.

The trick when you are starting out is to try out different key words and see what happens. The Self Learning Zone (in the “Quick Links” column) contains useful tips for searching - as does Module 4 “Searching a database” (in the “INFORMATION LITERACY” section under the tab “SERVICES” in the top bar of the UWC Library website).

If you do not find the article in full text

Even if you do not find your article in full text, the library may well have it in full text. There is an SFX facility, [click on SFX once you have the reference]; this may link you to another database that has the full text available. If not, only the abstract or contents will be available. Take the reference down, or copy it into a Word document, then open the e-Journal Title Search facility from the right column of the Library website.
Now paste the journal title in the Find box and click Search or select the name of the journal from the alphabetical list. If the journal title is available, click on one of the databases that appears in blue to find the full text of the article. You will have to select the year and volume of the journal. Be aware that there are additional full-text articles available through Electronic Journals, which are not contained in the databases. You will find much more information in the Guide to Electronic Resources.

If you experience a problem accessing an article after following these tips and those on the Library website, email our Faculty Librarian, Karen Cook (nee Erasmus) at (kerasmus@uwc.ac.za) and soph-comm@uwc.ac.za with a heading: Library Search Problem. We’ll try to assist. Explain what you did, and what result you got - this helps speed up the process of you getting what you need.

And lastly, there is a really nice function “Ask a Librarian” (at the bottom right hand side of the Library webpage). You can type in your question there, and as they say “Ask us anything - we’ll get back to you here or by email”! So apart from our Faculty Librarian, Karen Cook being available to assist you can always send off a quick message on line to Karen or one of her colleagues.

We are sure that you will find, after getting over the initial hurdle of learning how to do a search on the appropriate electronic databases, you will find so much interesting information about your area of particular area of expertise and/or interest - that over time it will become a lot easier to navigate the terrain of the UWC Library website.

7.7 YOUR COMPUTER SKILLS

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

a. **Type assignments using a word processing programme (such as MS Word, Open Office).**
   This has advantages for you too - it allows you to revise and edit your own work taking less time, and to receive feedback from your lecturer by e-mail.

b. **Manage files and folders.**
   Good housekeeping with regard to your files and folders, their titling and their location can save you lots of time. Set up a system in advance.

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

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

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

f. **Use the Internet to search for information**
   This can be learned at UWC, during Summer or Winter School.

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

The UWC Library offers regular training in finding information on topics of your choice using the Internet. The website and Library Guides on the USB flash drive explain how to do this. If you are in Cape Town for Summer or Winter School, you will be offered a training session; if you are in Cape Town at another time, contact Ms Karen Cook Erasmus (kerasmus@uwc.ac.za) at 021 959 2684 to arrange a session.

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

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

### 7.8 GUIDELINES FOR USING IKAMVA, THE ONLINE LEARNING PLATFORM

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

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

**Why is iKamva used?**
iKamva is an eLearning platform which accommodates different types of sites. Examples of types of sites are:

- UWC course/module sites: which allow the use of a range of different eTools such as eAssessment, communication and content creation.
- Project sites: which provide a central space for collecting and reflecting on project data by different community groups.

**How do I log into iKamva?**
To log in to iKamva you need to open up your internet browser (eg. Google Chrome or Moxilla Firefox are recommended) and search for [https://ikamva.uwc.ac.za](https://ikamva.uwc.ac.za). This should take you to the screen shown below. You then have to log in, if already a registered student, with your Student number (User ID) and if you are a non-South African student use your Date of Birth as the Password (format: yyyymmd) and South African students use your 13 digit ID number to access the course sites of modules that you have registered for. If you are not a registered student as yet, you will receive your log in details by email.

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

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

Key Features
In Home, you can perform various tasks, including:

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

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

In using iKamva, please observe the following etiquette:

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

SOPH PGD/MPH Student Communication 2018 on iKamva: Overview

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

All students, lecturers and student administrators will be added to the SOPH Communication site. The value of this site is that we can communicate with the whole group at one time, invite responses, and the conversation will be archived in one place (on the site) so that you don’t have to search through all your emails. So if you need the Programme Handbook in July, you can go to the SOPH Communication site and find it straight away!
**SOPH Module Sites**
The individual Module sites will contain all the information relevant to that module. The beauty of this facility is that everything is one place and can be accessed wherever you are as long as you have internet access. Each Module will include a Module Welcome, Learning Outcomes, Assessments, Study Schedule, Module Guide, Readings and any Additional Resources relevant to the respective module, such as videos.

In addition, Announcements pertaining to the module will be sent to students by the module convenor via the module site. Several modules have Discussion Forums and these will be lodged on the iKamva module site. In most cases participation in Discussion Forums is compulsory but we will inform you about them when you commence the module.

**8 ASSESSMENT**

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

Assignments are found in each Module Introduction. The Module Convenor’s name and contact details are also provided. Assignment deadlines will be sent by the Student Administrators. The length and format of assignments differ, and are indicated in the assignment instructions. All assignments should be typed on a word-processor.

**8.1 SUBMISSION OF ASSIGNMENTS**

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

- Assignments must be emailed by the due date. You should receive an acknowledgement from the Student Administrators that your assignment has been received. If you don’t, please check with them.
- Please always keep a copy of your assignment.
- E-mailed assignments should include an Assignment Cover Sheet at the front. You will see a copy in section 8.4 and an electronic copy is on your USB flash drive.
- Make sure you include your student number.

**Address for assignments - all students please take note:**

Send email assignments to: soph-asn@uwc.ac.za

**Guidelines for Presenting Assignments**

Our Student Administrators deal with large volumes of e-mails daily. Please follow these guidelines taking the necessary care to label your assignments correctly. Unnecessary variations waste time for everybody, including yourself. When sending in your assignments, follow these important guidelines:
• Type assignments in 1.5 line-spacing using 12pt Times New Roman. Protocols must be in 1.5 spacing. Mini-theses must be in double spacing.
• Use A4 paper and leave normal margins for the lecturer’s comments.
• Always put your name on every file you send.
• Always number the pages.
• When submitting your assignment by e-mail, include the fully completed Assignment Cover Sheet as the first page of your assignment file, and not as a separate file. If you separate them, your assignment will not be identifiable, unless the Administrators do so for you.
• When submitting your assignment by e-mail, you must title the file as follows:
  Please take note!!!
  o Your name (Surname, initial), e.g. Mambwe R
  o Module abbreviation (see below for Core modules), e.g. PHC II
  o Assignment number, e.g. 1 or 2 and Draft or Final
  o The year, i.e. 2018 e.g. Mambwe R, PHC II Asn 1 Final 2018; Mambwe R, PHC II Asn 1 Draft 2018.

<table>
<thead>
<tr>
<th>PG DIPLOMA ABBREVIATIONS FOR FILE NAMES</th>
<th>MPH ABBREVIATIONS FOR FILE NAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population Health and Development: A Primary</td>
<td>PHD I</td>
</tr>
<tr>
<td>Descriptive Epidemiology</td>
<td>DE I</td>
</tr>
<tr>
<td>Health Promotion for Public Health I</td>
<td>HP I</td>
</tr>
<tr>
<td>Management Strategies for the Public Health Services I</td>
<td>MSI</td>
</tr>
<tr>
<td>Introducing Public Health</td>
<td>IPH</td>
</tr>
<tr>
<td>Monitoring &amp; Evaluation for Health</td>
<td>ME I</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

For MPH Electives, please abbreviate titles so that they are easy to recognise at a glance, e.g. <QRM> for Qualitative Research Methods; <QnRM> for Quantitative; <Using Info> for Using Information for Effective Management.

Poor file labelling adds so much time to the Administrators’ workload; they will return poorly labelled Assignments to you for re-titling.

Draft Assignments
As you are studying at a distance, lecturers will provide feedback on a Draft of your assignment. In your assignment deadline schedule we have given due dates for Draft Assignments; no late drafts are considered. Allow 14 days for your lecturer to return your
drafts. If you experience delays in getting feedback, please inform the Student Administrators.

It is not necessary to send the whole assignment as a draft - it can be work in progress; this way you can check your understanding of the assignment requirements, try out difficult parts of the assignment, and ask questions.

**Extensions on the Submission Date**
Aim to submit all assignments by the due date. Extensions may only be granted under special circumstances if negotiated timeously through the Student Administrators, not the lecturers. If you are granted an extension you will get an extension of no longer than one week. **No extensions will be given for Draft Assignments.**

**Consequences of Late Submission**
Late submission of assignments has consequences for you and the staff of the SOPH including:
- You will start your next assignment late, affecting the time you have for it, and potentially the quality of your work.
- Lecturers’ time and marking schedules are disrupted.
- SOPH will be unable to submit assignment results timeously: this could mean you having to repeat the module and pay fees twice.

**8.2 RETURN OF MARKED ASSIGNMENTS**
Final assignments will be returned within three to four weeks of the hand-in date. SOPH’s lecturers are committed to trying to return assignments on time. If you experience long delays in getting feedback, please inform the Student Administrators.

Assignment feedback is a teaching tool. The feedback you receive will vary, and you may get more detailed feedback on Core modules than Electives. Some staff will comment electronically, while others prefer to write on the hard copy assignment which will then be scanned and e-mailed to you.

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

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

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

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

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

### 8.3.1 Cheating - academic dishonesty and plagiarism

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

> Plagiarism is (a) the appropriation of formulations, ideas or words from the work of another person without acknowledging the author(s) and the source; and (b) the appropriation of work from someone else’s assignment, thesis, test or research paper without acknowledging such other person and/or source (University of the Western Cape, 2011: 1).

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

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

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

Below we try to give further clarity.

### 8.3.2 Poor Referencing Practices

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

Poor Referencing Practices include:

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

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

**Penalties for Poor Referencing, Plagiarism or Academic Dishonesty**

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

**Avoiding referencing penalties**

In accordance with the University Policy on plagiarism, the School of Public Health has instituted various measures to help you, as a scholar in training, to acquire proper referencing competence.

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

**Signing the “Declaration by student”**

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

**Note:** We will return to you any assignment submitted without your signature in the “Declaration by student” slot.

8.4 **ASSIGNMENT COVER SHEET**

On the next page you will find an Assignment Cover Sheet, which you are expected to use as the first page of all your assignments, including drafts. An electronic copy can be found on the USB flash drive sent to you.

Do not send it as a separate file, but as the first page of your assignment. Sending it as a separate file defeats the purpose of labelling your assignment, and it wastes Administrator time to do this for you. Assignments without a Cover Sheet will be returned to you.

*Copy the cover sheet on the next page and insert it into each of your MS Word assignments.*
An Assignment Cover Sheet needs to be included with every assignment including drafts. Please fill it in and insert it into your assignment. Alternatively, please fax it as the first page of your assignment. Please make sure your pages are numbered.

Surname:
First name:
E-mail address:
Student number:
Module name:
Convenor:
Assignment No:
Draft or Final:
If faxed, state the total number of pages sent including this page:

Checklist:
- Is this Cover Sheet part of the assignment file?
- Is the file correctly labelled? e.g. Mambwe R, PHD II Asn 1 Final 2018. Are pages numbered?
- E-mail it to soph-asn@uwc.ac.za

Student’s comments to tutor:

Declaration by student:

I understand what plagiarism is, and I understand the consequences of plagiarism and academic dishonesty as set out in the Programme Handbook. This assignment is my own work, and all sources of information have been acknowledged. I have taken care to cite/reference all sources as set out in the SOPH Academic Handbook.

Signed by the student:

For Office Use

<table>
<thead>
<tr>
<th>Date received</th>
<th>Assessment/Grade</th>
<th>Tutor</th>
<th>Recorded &amp; dispatched</th>
</tr>
</thead>
</table>
POSTGRADUATE DIPLOMA IN PUBLIC HEALTH

In this section, you will find information about the academic programme for the Postgraduate Diploma in Public Health in 2018, and about your modules.

Quick Reference for contact

- The Co-ordinator of the PG Diploma is Dr Suraya Mohamed (sumohamed@uwc.ac.za; +27 21 959 2628).
- Ms Janine Kader will be your first port of call for Student Administrative support, and any queries you may have regarding your studies.

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

- Introduction to Public Health: its Basis and Scope;
- Descriptive Epidemiology;
- Population, Health and Development: Primary Health Care Approach I;
- Health Promotion for Public Health I;
- Management Strategies for Public Health Services I;
If you wish to continue to a Master of Public Health after your PG Diploma, you would need to apply for that qualification and compete with other applicants; there is very high demand for the MPH, you would therefore need to have performed exceptionally well in the PGD in order to be considered.
9.1 ACADEMIC RULES: PG DIPLOMA IN PUBLIC HEALTH 2018 (8846)
(Note that the information below is a guide only - please consult official UWC and CHS Faculty Rule Book)

ADMISSION

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

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

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

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

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

SELECTION

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

DURATION

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

CURRICULUM

<table>
<thead>
<tr>
<th>Module name</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing Public Health: Its Basis and Scope</td>
<td>SPH730</td>
<td>20</td>
</tr>
<tr>
<td>Descriptive Epidemiology</td>
<td>SPH731</td>
<td>20</td>
</tr>
<tr>
<td>Population Health and Development I</td>
<td>SPH732</td>
<td>20</td>
</tr>
<tr>
<td>Health Promotion for Public Health I</td>
<td>SPH733</td>
<td>20</td>
</tr>
<tr>
<td>Management Strategies for the Public Health Services I</td>
<td>SPH735</td>
<td>20</td>
</tr>
<tr>
<td>Monitoring and Evaluation for Health Services Improvement I</td>
<td>SPH734</td>
<td>20</td>
</tr>
</tbody>
</table>

| | | 120 |

ASSESSMENT

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

PROGRESS

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

RENEWAL OF REGISTRATION

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

SPECIAL REQUIREMENTS FOR THE PROGRAMME

There are no special requirements for this programme.
9.2 YOUR STUDY PROGRAMME

The Postgraduate Diploma modules are offered in the following semesters:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Introducing Public Health: its Basis and Scope (SPH 730)*</td>
<td>☐ Descriptive Epidemiology (SPH 731)*</td>
</tr>
<tr>
<td>☐ Population, Health and Development: Primary Health Care Approach I (SPH 732)*</td>
<td>☐ Health Promotion for Public Health I (SPH 733)** and *</td>
</tr>
<tr>
<td>☐ Management Strategies for the Public Health Services I (SPH 735)</td>
<td>☐ Monitoring and Evaluation for Health Services Improvement I (SPH 734)**</td>
</tr>
<tr>
<td>*Short courses at Summer School</td>
<td>**Short courses at Winter School</td>
</tr>
</tbody>
</table>

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

Deciding on Your Pace of Study

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

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

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Introducing Public Health: its Basis and Scope (SPH 730)</td>
<td>☐ Health Promotion for Public Health I (SPH 733)</td>
</tr>
<tr>
<td>☐ Population, Health and Development: Primary Health Care Approach I (SPH 732)</td>
<td>☐ Descriptive Epidemiology (SPH 731)</td>
</tr>
<tr>
<td>☐ Management Strategies for the Public Health Services I (SPH 735)</td>
<td>☐ Monitoring and Evaluation for Health Services Improvement I (SPH 734)**</td>
</tr>
</tbody>
</table>

Option 2: Studying part time and completing the qualification over 2 years

This is how you could structure your studies over the two years.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
</tr>
<tr>
<td>☐ Introducing Public Health: its Basis and Scope (SPH 730)</td>
<td>☐ Descriptive Epidemiology (SPH 731)</td>
</tr>
<tr>
<td>☐ Population, Health and Development: A Primary Health Care Approach I (SPH 732)</td>
<td></td>
</tr>
</tbody>
</table>
9.3 ASSESSMENT OF THE PG DIPLOMA IN PUBLIC HEALTH

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

Where Will You Find the Assignments?
You will find your assignments in the Module Introduction of each Module Guide.

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

It is advisable to aim for good results in all of your modules. If you hope to move on to the Master of Public Health, as you will be competing with all the other new applicants, you will stand a better chance of acceptance if your overall aggregate for the six modules is over 65%.

Moderation and Re-assessment of Assignments
Students may query their results if they fail an assignment. In this instance, another SOPH staff member will first moderate the result. If the student is still not satisfied, the assignment will be reassessed by the external examiner at a prescribed fee to be met by the student. All summative assessments are moderated by external moderators therefore final marks can only be confirmed once moderation is completed.

Assignment Submission Dates
The Assignment Schedule will be sent to you by the Student Administrator. The November deadlines are absolute. No extensions will be given. All assignments must be marked and marks submitted during November.
9.4 MODULE DESCRIPTIONS - PG DIPLOMA IN PUBLIC HEALTH

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

**Introducing Public Health: Its Basis And Scope (SPH 730)**

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

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

**MODE OF DELIVERY:** Distance learning and Summer School short course in Semester 1.

**ASSESSMENT:** Two assignments.


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

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

Topics include:

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

**MODE OF DELIVERY:** Distance learning and Summer School short course in Semester 1.

**ASSESSMENT:** Two assignments.

Descriptive Epidemiology (SPH 731)
This module has been developed to provide a basis for quantifying, analysing and prioritising the health problems and needs of communities/health service users. It serves as an introduction to descriptive epidemiology.
Topics include:
- Definition, scope, uses and application of epidemiology.
- Historical overview of the development of epidemiology.
- Practical disease concepts foundational to epidemiology.
- Descriptive biostatistics.
- Epidemiological health information.
- Outbreak investigation.
- Screening.
- Disease and injury surveillance.
- Interpretation of data.
- Presentation of health information.
- Reporting epidemiological events.

MODE OF DELIVERY: Distance learning in Semester 2 with Summer School short course in Semester 1.
ASSESSMENT: Two assignments

Management Strategies for Public Health I (SPH 735)
This module provides an orientation to the operational competences required to manage Public Health services.
Topics include:
- The District Health System
- The concept of management
- Health systems management
- Managing people
- Managing conflict
- Leadership, motivation and building teams
- The Planning Cycle
- Project planning
- Information for planning and management
- Managing resources, e.g. essential drugs, personnel
- Developing and interpreting budgets

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

Health Promotion for Public Health I (SPH 733)
This module provides an orientation to the conceptual and theoretical vocabulary, resources and evolution of Health Promotion in the context of population health. Topics include:
- Health Promotion concepts and principles
- The determinants of health.
- The development of Health Promotion.
- The significance of the Ottawa Charter.
- The Settings Approach to Health Promotion.
- Models of change in Health Promotion.
- Programme development and planning in Health Promotion.
- Communication strategies for Health Promotion.
- Evaluation strategies

MODE OF DELIVERY: Distance learning in Semester 2 and Winter and Summer School
short courses.

ASSESSMENT: Two assignments.

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

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

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

**MODE OF DELIVERY:** Distance learning in Semester 2 and short course at Winter School in Semester 2.

ASSESSMENT: Two assignments.

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

10 **MASTER OF PUBLIC HEALTH (MPH)**

In this section, you will find the official Academic Rules for the Master of Public Health, the qualification structure, assessment schedule, the module descriptions, and a timetable showing when modules will be delivered. The Senior Academic Co-ordinator is Prof Brian van Wyk with Ms Verona Mathews as Co-ordinator of the MPH Coursework modules. The Student Administrators share responsibility for the modules. Dr Hanani Tabana co-ordinates the Mini-thesis.

The 2018 MPH requires you to complete eight 15 credit modules and a 60 credit Mini-thesis over 3 years with a possible 4th year. We strongly encourage working health professionals to consider carefully their pace of study. Taking three modules a semester will be extremely taxing, and equivalent to full-time study which can result in poor results, or dropping modules. Be aware that the mini-thesis seems to take students at least a year from completion of the Public Health Research module; the University rules state that you should complete the Programme in three years. Although discouraged, applications can be made for a 4th year through Senate Higher Degrees Committee. You should however recognise that you will need to free up time in your daily life in order to keep up with your studies. See also sections 5.3 and 10.3.
Assignment deadline dates will be sent to you by the Student Administrators. Where assignment deadlines clash, the Student Administrators will adjust them with you and your lecturers. There are brief descriptions of the modules in section 10.5 and 10.6.

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

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

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

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

Refer to Section 10.2 for how to structure your programme per year. You are obliged to take all the Core modules. Those who choose the faster track will take their first Elective in the 2nd semester of year 1.

Below are the official UWC Academic Rules for the MPH under which you would be registering:

ADMISSION

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

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

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

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

With due regard to rule A.2.1.4, personnel in the health and welfare sector with a minimum of five years of relevant experience in implementing health and welfare policy or planning and managing health and welfare services, may be admitted to the course after assessment of prior learning and experience.

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

SELECTION

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

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

DURATION

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

CURRICULUM

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Alpha Code</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Group 1

- **Population Health and Development: A Primary Health Care Approach II**  
  SPH855  
  15

- **Measuring Health and Disease – Intermediate Epidemiology**  
  SPH856  
  15

- **Management Strategies for the Public Health Services II**  
  SPH857  
  15

- **Health Promotion for Public Health II**  
  SPH859  
  15

- **Public Health Research**  
  SPH862  
  15

### Group 2 (select 1 module)

- **Qualitative Research Methods**  
  SPH860  
  15

- **Quantitative Research Methods**  
  SPH861  
  15

Sub total 90

### ELECTIVES (Select two)

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

* Electives (NB: CHECK FOR AVAILABILITY OF ELECTIVES UNDER 10.4)

#### Group 1 / Health Promotion

- **Alcohol Problems: A Health Promotion Approach**  
  SPH863  
  15

#### Group 2 / Health Research

- **Monitoring and Evaluation in Health and Development Programmes**  
  SPH866  
  15

- **Using Information for Effective Management I**  
  SPH865  
  15

#### Group 3 / Health Information Systems

- **Using Information for Effective Management I**  
  SPH865  
  15

#### Group 4 / Nutrition

- **Micronutrient Malnutrition**  
  SPH864  
  15

- **Public Health Nutritional Policy and Programming**  
  SPH870  
  15

- **Epidemiology of Non-Communicable Diseases**  
  SPH867  
  15

#### Group 5 / Pharmaceutical Public Health

- **Rational Medicines Use**  
  SPH873  
  15

- **Medicines Supply Management**  
  SPH874  
  15

#### Other Electives

- **Globalisation and Health**  
  SPH868  
  15

- **Understanding and Analysing Health Policy**  
  SPH851  
  15

- **Introduction to Health Workforce Development**  
  SPH871  
  15

Capita Selecta A  
SPH853  
15

Capita Selecta B  
SPH854  
15

Subtotal 30

Mini-thesis of 7 500 – 20 000 words  
SPH803  
60

TOTAL 180

### ASSESSMENT

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

### PROGRESS RULES

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

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

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

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

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

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

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

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

RENEWAL OF REGISTRATION

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

SPECIAL REQUIREMENTS FOR THE PROGRAMME

There are no special requirements for this programme.

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

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

ADMISSION

Unless Senate decides otherwise, candidates will be required to meet the following criteria to be enrolled for the programme:

Master of Public Health (MPH)

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

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

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

Supporting documents as evidence of eligibility.

SELECTION

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

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

DURATION

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

CURRICULUM

Students must select a topic and design and complete a research project that is situated within the scope of topics and approaches covered in the Areas of Specialization (listed in Table 1) offered at the school. Students may choose to enroll for these modules for non-degree purposes in order to strengthen their own personal development. With permission from SOPH, students may apply the content and approach of other disciplines to their thesis project, provided these are deemed of direct relevance to Public Health.

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Alpha Code</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Enrolment Code MPH Full Thesis 805</td>
<td>SPH805</td>
<td>180</td>
</tr>
<tr>
<td>2nd Enrolment Code MPH Full Thesis 806</td>
<td>SPH806</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>180</td>
</tr>
</tbody>
</table>

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

1. Population Health and Development: A Primary Health Care Approach II
2. Measuring Health and Disease - Intermediate Epidemiology
3. Management Strategies for the Public Health Services II
4. Managing and Supporting Health Workers
5. Health Promotion for Public Health II
6. Qualitative Research Methods
10.3 DECIDING ON YOUR PACE OF STUDY

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

The qualification is expected to be completed within three years. See Progress Rules within the Academic Rules for the Master of Public Health (10.1) above. Should you have to extend your studies to a 4th year, you will need to request permission, provide motivation for why you need the additional time with measures and timelines, pay the mini-thesis fee again and a penalty fee.
<table>
<thead>
<tr>
<th>OPTION 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 1</td>
<td>Population Health and Development II (Core)</td>
<td>Management Strategies for the Public Health Services II (Core)</td>
</tr>
<tr>
<td></td>
<td>Measuring Health and Disease II (Core)</td>
<td>Public Health Research (Core)</td>
</tr>
<tr>
<td></td>
<td>Health Promotion for Public Health II (Core)</td>
<td>Elective 1</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>Quantitative OR Qualitative Research Methods</td>
<td>Develop and refine mini-thesis protocol with a supervisor and submit it to the Higher Degrees Committee for design and ethics clearance. After acceptance start data collection.</td>
</tr>
<tr>
<td></td>
<td>Elective 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mini-thesis</td>
<td></td>
</tr>
<tr>
<td>YEAR 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>OPTION 2</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 1</td>
<td>Population Health and Development II (Core)</td>
<td>Management Strategies for the Public Health Services II (Core)</td>
</tr>
<tr>
<td></td>
<td>Measuring Health and Disease II (Core)</td>
<td>Public Health Research</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>Health Promotion for Public Health II (Core)</td>
<td>Elective 1</td>
</tr>
<tr>
<td></td>
<td>Quantitative OR Qualitative Research Methods</td>
<td>Elective 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mini thesis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Over several months, refine Mini-thesis protocol with a supervisor and submit it to the Higher Degrees Committee for design and ethics clearance. After acceptance start data collection.</td>
</tr>
<tr>
<td>YEAR 3</td>
<td>Continue Mini-thesis</td>
<td>Submit mini-thesis by mid Nov, or ask permission to extend studies to a 4th year.</td>
</tr>
</tbody>
</table>
Recognising the Time Requirements for a Mini-thesis

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

When deemed ready, your research proposal must be submitted to the Community and Health Sciences Higher Degrees Committee (CHSHD) and the UWC Senate Research Committee. These committees meet monthly except for July, November, December and January. Refining your protocol will probably take several months.

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

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

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

10.4 SELECTING YOUR ELECTIVES

Those taking Option 1 with more pressure at the outset, must take their first Elective in 2018. You can, however, take a module from another UWC department provided you can attend lecturers, and it is deemed relevant to Public Health, or one from UCT (University of Cape Town’s) Postgraduate Programme.

The Range and Mode of Electives

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

- **Distance learning (DL)**
- **Short Courses offered at Winter School (SC).** MPH students can take an MPH Elective which is delivered only as Short Courses (SC) only at Winter School; if you select one of these, you must attend Winter School, complete all required reading and activities and then complete two assignments.
- **With permission from SOPH*, students may take two Masters level electives (up to 30 credits) from another Department at UWC, provided these are deemed of direct relevance to Public Health. Their availability must be checked with the relevant department. [To do so, write to the Student Administrator, Ms Corinne Carolissen, ccarolissen@uwc.ac.za]. An elective from another UWC department or UCT must be the equivalent of 15 credits.
- **Students resident in Cape Town may take modules from the School of Public Health and Family Medicine at the University of Cape Town (UCT). You need to attend their weekly classes. Contact Ms Nazlie Farista UCT Health Sciences Faculty, Anzio Road, Observatory. Tel +27 +21 650 1098. E-mail: Nazlie.Farista@uct.ac.za. She will e-mail you their brochure**
**Electives and Areas of Specialisation**

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

The areas of specialisation are:

1. Health Promotion
2. Health Research
3. Health Information Systems
4. Nutrition
5. Pharmaceutical Public Health

You are under no obligation to choose Electives from one particular area of specialisation, and you will note that some Electives, e.g. Globalisation do not fall into an area of specialization. See section 10.1, Academic Rules, for how modules fall into areas of specialisation. Please note that some modules may call for a pre-requisite (Pre-R) or foundation module to be taken. Read the Module Descriptions in section 10.6 and 10.7 to check for pre-requisites. The list that follows sets out your Elective options for 2018.

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

<table>
<thead>
<tr>
<th>MODULES OFFERED BY SOPH AS ELECTIVES in 2018</th>
<th>AREA OF SPECIALISATION OR ELECTIVE</th>
<th>MODE OF DELIVERY</th>
<th>SEMESTER AVAILABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>For more information about Areas of Specialisation in Your MPH, see above. Modules with Pre-Requisites = Pre-R</td>
<td>If the module is part of an area of specialisation the name of AREA OF SPECIALISATION has been noted below in CAPITAL LETTERS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Epidemiology and Control of Chronic (Non-Communicable) Diseases - SPH867</strong></td>
<td>NUTRITION &amp; ELECTIVE</td>
<td>DL</td>
<td>2</td>
</tr>
<tr>
<td><strong>Globalisation and Health - SPH868</strong></td>
<td>ELECTIVE</td>
<td>SC &amp; DL</td>
<td>2</td>
</tr>
<tr>
<td><strong>Introduction to Health Workforce Development - SPH871</strong></td>
<td>HUMAN RESOURCES DEVELOPMENT</td>
<td>DL</td>
<td>1</td>
</tr>
<tr>
<td><strong>Medicines Supply Management - SPH874</strong></td>
<td>PHARMACEUTICAL PUBLIC HEALTH</td>
<td>SC &amp; DL Online</td>
<td>2</td>
</tr>
<tr>
<td><strong>Micronutrient Malnutrition (Pre-R) - SPH864</strong></td>
<td>NUTRITION</td>
<td>DL</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td><strong>Public Health Nutritional Policy and Planning - SPH870</strong></td>
<td>NUTRITION</td>
<td>DL</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td><strong>Understanding and Analysing Health Policy Analysis - SPH851</strong></td>
<td>ELECTIVE</td>
<td>SC &amp; DL</td>
<td>2</td>
</tr>
<tr>
<td><strong>Using Information for Effective Management I - SPH865</strong></td>
<td>HEALTH INFORMATION</td>
<td>SC &amp; DL</td>
<td>2</td>
</tr>
</tbody>
</table>

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10.5 ASSESSMENT OF THE MASTER OF PUBLIC HEALTH

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

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

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

Assignment Submission Dates
The Assignment Submission Schedule will be sent to you by the Student Administrator. The October deadlines are absolute. No extensions will be given. Administrators submit marks during November.

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

10.6 MASTER IN PUBLIC HEALTH: CORE MODULE DESCRIPTIONS

Note: Only the modules offered in 2018 are described here

Population Health and Development: A Primary Health Care Approach II (SPH855)
This module focuses on the determinants of health in Africa and the burden and pattern of disease across the continent. Issues related to causation, health inequity and the relationship between health and development are discussed in terms of population health and planning Public Health interventions.

The module introduces the Comprehensive Primary Health Care approach which has been designed to address the implications of the underlying determinants of health. In addition, the module explores key issues to be considered in relation to health policy, finances and human resources when establishing a Comprehensive PHC (CPHC) approach to health and health care at district level.
MODE OF DELIVERY: Distance learning plus Short Course at Summer School. The module is supported through Additional Resources and an online Discussion Group.
ASSESSMENT: Two assignments.

Measuring Health & Disease II (SPH856)

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

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

MODE OF DELIVERY: Distance learning, online learning and a Summer School Short Course in Semester 1. This is a complex module if you do not have prior experience in biostatistics or the use of an analytical computer package such as *Epi Info*. Students are strongly advised to take the Short Course, and can elect to stay for the workshop (to be offered on a Saturday during Summer School which provides additional training in *Epi Info*).
ASSESSMENT: Two assignments including an epidemiological report based on a raw data set provided by your lecturers. You will be required to use the computer Programme, *Epi Info*, to analyse and interpret this data set.

Health Promotion for Public Health II (SPH859)

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

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

MODE OF DELIVERY: Distance learning and the Summer School short course in Semester 1. The course is offered through a Module Guide, Readings and Additional Resources.
ASSESSMENT: Two assignments.
Management Strategies for the Public Health Services II (SPH857)

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

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

MODE OF DELIVERY: Distance learning, online learning and the Short Winter School Course in Semester 2.
ASSESSMENT: Two assignments.

Public Health Research (SPH862)

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

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

MODE OF DELIVERY: Distance learning and a Short Winter School Course in Semester 2.
ASSESSMENT: Two assignments.

Quantitative Research Methods (SPH861)

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

At the end of this module students should be able to:
• Demonstrate understanding of the ethical principles for conducting research
with human subjects.

- Distinguish between the designs of the most common types of quantitative research studies.
- Define and identify association, causation, bias and confounding within the context of quantitative research.
- Apply concepts of validity, reliability and precision within the context of quantitative research.
- Apply basic data collection, data management, data handling and project management for quantitative research.
- Analyse and interpret health data using basic biostatistics and statistical computing techniques.
- Define and apply the basic elements of a research proposal and research report.

MODE OF DELIVERY: Summer School short course in Semester 1 as well as online learning.
ASSESSMENT: Two assignments.

**Qualitative Research Methods (SPH860)**

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

PREREQUISITE: Students are required to take this module after completing the Public Health Research module.

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

MODE OF DELIVERY: Short course at Summer school in Semester 1 and distance learning.
ASSESSMENT: Two assignments.

10.7 MASTER OF PUBLIC HEALTH: ELECTIVE MODULE DESCRIPTIONS

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

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

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

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

ASSESSMENT: Two assignments.

**Introduction to Health Workforce Development (SPH871)**

This course provides an introduction to the scope and main functions of human resources development (HRD). It covers all major areas of HRD (planning, preparing and managing the health workforce), and places them in the context of health systems development and health sector transformation. It also introduces students to the most important debates in the field today.

By the end of this module, students should be able to:
- Analyse the key components and roles of health workforce development in the health sector within local and international contexts.
- Critically engage with the rationale, benefits and pitfalls of major human resources development strategies.
- Conduct a human resource study of an organization using relevant evidence.
- Develop appropriate, evidence-based human resources strategies.
- Evaluate and apply principles and tools of monitoring and evaluation of human resources for health (HRH).
Globalisation and Health (SPH868)

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

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

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

MODE OF DELIVERY: Distance learning and a Short Winter School Course in semester 2.
ASSESSMENT: Two assignments

Public Health Nutritional Policy and Planning (SPH870)

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

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

MODE OF DELIVERY: Distance learning in semesters 1 & 2. ASSESSMENT: Two assignments.
Please note that Nutrition modules cost a little more than the rest of SOPH’s modules: see Section 6.3.

Understanding and Analysing Health Policy (SPH851)

This course will enable students to better understand, analyse and formulate health policy which is an important component of health manager capacity. It will cover key issues in policy analysis, theoretical frameworks and approaches used in health policy analysis and key health policy debates.

By the end of the course participants will be able to:

- Demonstrate understanding of the varied and iterative nature of policy change processes to assess and review a programme.
- Include, and demonstrate the role of, implementation in a policy change process.
- Identify key components and factors facilitating and constraining policy and implementation processes.
- Conduct comprehensive analyses of policy and implementation processes.
- Apply theoretical frameworks and approaches in understanding policy and implementation processes and apply specific policy analysis tools.
- Use policy analysis for strategic planning.

MODE OF DELIVERY: Distance learning and short Winter School course in Semester 2. ASSESSMENT: Two assignments.

Using Information for Effective Management I (SPH865)

PRE-REQUISITE MODULE: Take Measuring Health and Disease II prior to this module.

This module aims to acquaint students with the key principles of action-led health information systems and equips them with the skills to design, develop and implement such a system. The focus is on minimum data sets based on indicators, data collection tools, data accuracy, functional analysis, presentation and interactive report writing. The key intended outcome is to develop participants’ competence to design into the system the routine availability of a minimum, but crucial, set of must know information that can be used to improve the provision of health services. The course will also provide a critical introduction to a national health information system, including its various components, how they interact and the principles of system design. The principles of minimum data sets will be used as a basis to learn about how the various systems interact through standards at various levels.

The module is part of the Health Management stream.

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

Medicines Supply Management (SPH874)

This module will engage students from various professional and national backgrounds in the importance of good medicines supply management. The module content will draw on
By the end of the module, you are expected to demonstrate understanding of:

- The classification, characteristics, functions, digestion, absorption, metabolism, dietary sources and dietary allowances for the micronutrients;
- The sensitivity of diagnostic measures;
- Interventions appropriate to address micronutrient malnutrition;
- The planning process;
- Monitoring and evaluation of interventions to address micronutrient malnutrition.

You are expected to demonstrate skills in:

- Planning appropriate interventions to address specific micronutrient deficiencies.

**MODE OF DELIVERY:** Distance learning in Semesters 1 and 2.

**ASSESSMENT:** Two assignments.
ADVANCE INFORMATION ON THE MINI-THESIS PROCESS

Although you will only embark on your mini-thesis in your second year, it is important that you understand the process that lies ahead. The mini-thesis is the final requirement for the Master of Public Health. It should be 7,500 - 20,000 words long, depending on whether it is a Qualitative or Quantitative study. In our experience, however, less than 8,000 words does not provide adequate scope for a mini-thesis. It is weighted at 60 credits, and together with the Public Health Research module and the Quantitative Research Methods or Qualitative Research Methods or Monitoring and Evaluation in Health and Development Programmes module, this research component makes up 50% of your qualification.

After completing two assignments for Public Health Research, you take either Qualitative Research Methods or Quantitative Research Methods module in your second year. These modules guide you through the respective approaches and the process of developing a research protocol. You are expected to spend a few months working with a supervisor before submitting your protocol to the Community and Health Sciences Higher Degrees Committee (CHSHD). They meet monthly, except for November, December and January. You may also need to submit your protocol to an Ethics Committee in your own country. Spend time in advance finding out about this, so that it does not delay you.

Be aware that from the start of your mini-thesis, you need to remain very focused; because you will not have regular assignments to hand in by certain deadlines, you will need to create your own work plan, otherwise your timing could become drawn out. Linking up with fellow students to motivate each other is also a good idea. Asking someone who is versed in the topic in your workplace to meet regularly with you, simply so you have someone to discuss it with, is also a good idea.

What is a research protocol?
The protocol or proposal is a short, [max 12 page] but comprehensive outline of your mini-thesis. In the protocol, you describe in some detail what you are going to do to carry out your research. You present a literature review of what has been understood about the topic to date, and explaining what contribution YOUR research will make. The protocol stage is intended as a checkpoint to ensure that the research study you are planning is do-able and ethical, amongst other considerations. You will receive a framework that you must follow, as well as some exemplars of past protocols.

Mini-Thesis Week
During your thesis year, you will be invited to attend a week-long mini-thesis workshop.

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

Information and Support
The Co-ordinator of mini-theses is Dr Hanani Tabana: work 021 959 9394. We strongly urge you to make, and keep, contact with the Division for Postgraduate Studies.

We provide Guidelines for the completion of your protocol and Mini-thesis in Year 2. This will be sent to you when you need it.

UWC Division for Postgraduate Studies aims to make thesis development not only easier, but also increase your chances of success. Find out more about what they offer by
exploring their website.

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

Choosing A Mini-Thesis Topic
As you near the end of your first year, guidance will be given on choosing a research topic. You may be encouraged to work with one of SOPH’s more experienced researchers on a project with potential impact. This will benefit both you and the project leader, because it will feed into the project and result in your mini-thesis and a manuscript with potential for publication.

11 PhD IN PUBLIC HEALTH

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

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

Due to our limited capacity in future we will only consider students for the PhD programme who have confirmed a SOPH supervisor prior to application. This means that you would have to liaise in advance with a potential supervisor.

Prospective PhD students are encouraged to send your CV and 3-4 page outline of your thesis proposal to the PhD Co-ordinator, Prof Brian van Wyk at bvanwyk@uwc.ac.za and to the Student Administrator, Ms Corinne Carolissen at ccarolissen@uwc.ac.za.

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

PHILOSOPIAEO DOCTOR (PhD)

DOCTOR OF PHILOSOPHY – 8950
ADMISSION

Unless Senate decides otherwise, candidates will be required to meet the following criteria to be enrolled for the programme:

**Doctor of Philosophy (PhD)**

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

Satisfied Senate as to his/her proficiency in the subject

SELECTION

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

DURATION

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

CURRICULUM

The PhD programme is offered in the following specialisation areas:

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

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ASSESSMENT

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

PROGRESS RULES

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

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

SPECIAL REQUIREMENTS FOR THE PROGRAMME

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

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

An oral examination may be required

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

[Source: Yearbook 2017. Faculty of Community and Health Sciences]
<table>
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| STUDENT REGISTRATION | (+27 21) 959 2591 (Mrs Janine Kader): soph-comm@uwc.ac.za |
| STUDENT REGISTRATION | SOPH Student Administrators |
| FEES ACCOUNT ENQUIRIES | STUDENTS BASED IN SOUTH AFRICA (+27 21) 959 3110 studaccount@uwc.ac.za |
| FEES ACCOUNT ENQUIRIES | STUDENTS BASED OUTSIDE OF SOUTH AFRICA (+27 21) 959 2479 / 3392 / finance@uwc.ac.za |
| FINANCIAL ASSISTANCE ENQUIRIES | Loans (for South African students) Bursaries: Mr Ebrain Johnson, UWC Financial Aid Office, (021 959 3338) ejohnson@uwc.ac.za. Working South African students can apply to finance their studies through FUNDI (previously called Edu-Loan) , which requires no deposit; interest rates of prime + 1% interest are charged, and students pay back loans on fixed installments. Contact Mrs Pamela Mtshakaza: pamela@gmail.com. (021) 959 3104/951 5673. Alternatively you can call 073 551 9582 or visit www.fundi.co.za. |
| CHANGES OF ADDRESS, surname or contact details | Send the Student Details Update Form (section 6.11) to SOPH and to Student Registration, Att: Mr Carlo Links, UWC, P/Bag X17, Bellville 7535 SOUTH AFRICA; clinks@uwc.ac.za (+27 21) 959 9247. Alternatively, change your details online. Use the following link: http://form.jotformpro.com/form/51512423251947to change details directly |
| ASSIGNMENT ENQUIRIES | For content or assignment queries, contact the relevant lecturer or leave a message with the Student Administrator (+27 21) 959 2166 / 959 2591. For deadlines or any other administrative queries, contact the Student Administrators. |
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