Postgraduate Diploma in Family Medicine

Workshop

HEQC-online Application

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HEQSF - PGDip

- generally multi- or interdisciplinary in nature - may serve to strengthen and deepen the student's knowledge in a particular discipline or profession.

- The primary purpose of the qualification is to enable working professionals to undertake advanced reflection & development by means of a systematic survey of current thinking, practice and research methods in an area of specialisation.

- demands a high level of theoretical engagement & intellectual independence, as well as the ability to relate knowledge to a range of contexts in order to undertake professional or highly-skilled work. A sustained research project is not required but the qualification may include conducting & reporting research under supervision. In some cases a PGDip carries recognition by an appropriate professional or statutory body.

PROGRAMME DESIGN : Criterion 1

- 1.1 How does this programme fit in with the mission & plan of institution?
- 1.2 Provide a rationale for this programme, taking into account the envisaged student intake and stakeholder needs.
- 1.3 Describe the articulation possibilities of this programme. (National Health Insurance. Master of Medicine (cognate masters degree)
- 1.4 Provide names of modules which constitute the programme - and for each module, specify:
- Module name; NQF Level of module; Credits per module
- Compulsory/optional; Year (1, 2, 3, 4)
- Total credits per year
- 1.5 LEARNING ACTIVITIES – table to complete

PROGRAMME DESIGN : Criterion 1

- 1.6 Specify the programme purpose and indicate how the proposed curriculum will contribute towards the intended outcomes.

  - Programme outcomes meet national and/or regional labour market, knowledge or other socio-cultural needs.
  - The requirements of professional bodies are taken into consideration, where applicable. Relevant stakeholders, including academic peers from outside the institution, and employers and professional bodies where applicable, are involved in the development of the programme.

    State alignment between outcomes of PGDip & NHI

Alignment of UKZN prog outcomes to NHI

- PGDip (Family Medicine) curriculum addresses health systems, health promotion, and preventative medicine & has a strong focus on primary health care.

- Primary health care is the foundation of a general practitioner's core function and a qualification of this nature will update the candidate's knowledge and skills which may be aligned to the proposed NHI framework.

- The broad learning outcomes of this Post Graduate diploma attempts to address some of the current proposals of the NHI in terms of post graduate education.

UKZN outcomes Aligned to proposed NHI objectives (PG training)

- Accreditation of public and private providers – the process is still to be determined, which may require additional training for doctors participating in the NHI system
- Links to academic groups specializing in health systems and research to inform central policy
- Primary Health Care (PHC), the foundations of Family Medicine, is recognized as the core of service delivery with health promotion and preventative medicine forming the cornerstone of the model
- Ward Based PHC – the national approach to community orientated PHC requires extensive re-training
- The proposal that 600 private general practitioners in the 11 pilot NHI districts will be initially contracted will require that the new service be integrated into models that include updated knowledge and skill in health promotion, non-communicable disease, HIV and TB, chronic disease management and clinical governance

PROGRAMME DESIGN : Criterion 1

- The characteristics & needs of PGDip are catered for in design of programme
    - The programme promotes the students' understanding of the specific occupation (primary care) for which they are being trained.
    - Students master techniques and skills required for the profession.
    - Work-based learning and placement in a work-based environment form an integral part of the curriculum
    (Ward based PHC)

- Start with broad outcomes expected of all student (in terms of health services & systems) – design the academic programme outcomes (your programme/consider your institution as well as national LOs)
  - Competent clinician
  - Capability builder (teaching & learning)
  - Critical thinker
  - Community advocate
  - Change agent (leadership & governance)
  - Collaborator
- Design the module outcomes that will lead to achievement of programme outcomes

PROGRAMME   DESIGN : Criterion 1

- **Programme delivery**
  - Consider students' experiences that will address LOs
  - design the curriculum so that it provides a coherent set of experiences leading to development of desired knowledge & skills
  - Increase levels of sophistication & integration of skills as they progress thro' programme
- **Programme level** - what are introduced, practiced & demonstrated (introduced, reinforced, emphasized/mastery)
- **Module level** - What are basic, intermediate and advanced

  What is strengthen and deepen; where is the advanced reflection & development by means of scholarship of current thinking, practice and research methods in Family medicine

- 1.7 Specify the rules of combination for the constituent modules/courses and, where applicable, progression rules from one year to the next.

- 1.8 Provide a brief explanation of how competences developed in the programme are aligned with the appropriate NQF level.

- 1.9 If the proposed programme is a professional degree, has approval been applied for from the relevant professional body?

- If "yes", please upload letter of application or the letter of approval.

PROGRAMME DESIGN : Criterion 1

- **1.10 WORK PLACEMENT FOR EXPERIENTIAL LEARNING:**
- Does your programme have work placement / experiential learning?
- table is mandatory if the programme includes experiential learning.
  - Year(s) of study when experiential learning takes place:
  - Duration of the placement:
  - Credit Value:
  - Expected learning outcomes
  - Assessment methods
  - Monitoring procedures
  - Placement is an institutional responsibility *(Yes/no)*
  - Who is responsible? (only if answered "No" in previous question)

Documentation to be uploaded as it pertains to your programme

PROGRAMME   DESIGN : criterion 1

☐ Documentation to indicate compliance with this criterion:

- Budget for the development of learning materials.
- Outline of all courses and modules (core, fundamental and optional) that constitute the programme.
- List of prescribed and recommended readings.
- Any other documentation which will indicate your compliance with the PROGRAMME

STUDENT RECRUITMENT, ADMISSION AND SELECTION: (Criterion 2)

- 2.1 State the admission requirements for this programme.
- 2.2 Specify the selection criteria for this programme.
- 2.3 Provide the enrolment plan for this programme.
- 2.4 Describe how the objective of widening access to higher education will be promoted.
- 2.5 Provide details of how RPL will be applied (if applicable).

STUDENT RECRUITMENT, ADMISSION AND SELECTION: Criterion 2

Documentation to indicate compliance with this criterion:

- Admission policy for this programme
- RPL policy
- Any other documentation, including advertising of the programme, which will indicate your compliance with STUDENT RECRUITMENT, ADMISSION AND SELECTION: (Criterion 2).
- The teaching and learning policy of the institution/College
- Module outlines, student guides, and programme handbooks

- Documentation to indicate compliance with this criterion:
- Implementation of the teaching and learning policy
- Policy for the monitoring and evaluation of teaching and learning or equivalent

ASSESSMENT: (criterion 6)

Documentation to indicate compliance with this criterion:

- The unit's policy on assessment and examinations as applicable per module or programme

- Documents describing the policy for student assessment, including internal assessment; external moderation / examination; student progress; validity and reliability of assessment; grievance procedures; supplementary examinations and recording of results and security

Cont. ASSESSMENT: (criterion 6)

- External examiner systems; mark schedules; internal moderation systems: rules and regulations pertaining to the award of the qualification.
- Upload any other documentation which will indicate your compliance with this criterion.

INFRASTRUCTURE AND LIBRARY RESOURCES: (Criterion 7)

Documentation to indicate compliance with this criterion:

- ❑ Adequacy of teaching and learning facilities in relation to this programme (classrooms, seminar rooms, work rooms, studios, etc.)

- ❑ Compliance with health and occupational safety, and clinical regulations.

- ❑ Availability of adequate IT infrastructure (hardware and software) in relation to staff and students.

Cont. INFRASTRUCTURE AND LIBRARY RESOURCES: (Criterion 7

- Adequacy of library and other resources for this programme

- Sufficiency of training provided to both staff and students in IT and usage of the library and other resource facilities. to provide document

- Financial plan for the maintenance and upgrading of infrastructure/resources.

PROGRAMME ADMINISTRATIVE SERVICES: (Criterion 8)

- Documentation to indicate that the programme has effective administrative services for providing information; managing the programme information system; dealing with a diverse student population; and ensuring the integrity of processes leading to certification of the qualification obtained through the programme.

POSTGRADUATE POLICIES, PROCEDURES AND REGULATIONS: (Criterion 9)

- Documentation as it pertains to this programme:

- Research policy:
  - Policies/procedures for the appointment of supervisors:
  - Code of Ethics:

- Any other documentation which will indicate your compliance with this criterion.

SAQA

- South African Qualifications Authority: Qualification Template
- To be completed when completing Application Form for Programme Accreditation