

Diploma Workshop

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Purpose and characteristics of a PGDip

- Generally multi or interdisciplinary but may serve to strengthen and deepen the students knowledge in a particular discipline or profession.
- Primary purpose to enable working professionals to undertake advanced reflexion and development by means of systemic survey of current thinking, practice and research methods in an area of specialization.
- The qualification demands a high level of theoretical engagement and 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 and reporting research under supervision.

Proposed curriculum and modules

- Admission requirements

MBChB degree or equivalent

SA candidates must be registered as a medical doctor with the HPCSA

Non-South Africans must be registered as a medical doctor with the licensing authority in their country of origin, and present acceptable documentary proof to this effect that needs to be verified by SAQA.

The student should be : Consulting ambulatory patients

Providing first contact medical care

Working as a generalist

Typically a doctor working in a clinic, health centre, general medical practice or district hospital

- Duration of the diploma

Two years

- Credits

120 credits (8 modules 15 credits per module)

Proposed curriculum and modules

- **The Principles and Philosophy of Family Medicine.**
We have the module. Students have to do this in the first year.
- **The Consultation – a comprehensive approach to the person.**
Person-centred approach or patient-centred approach
- **Family orientated patient care**
We have the module.
- **Community orientated primary care**
This module will cover a lot of the new desired outcomes. I will ask Tessa to give us access to the module that she developed that we can put it on clickup. The five COPC principles actually cover everything.
- **Clinical module 1. Year 1**
We still have a few good modules that we can make available on clickup like chronic diseases and infectious diseases that were recently updated. We need to provide links on clickup to connect with clinical guidelines making sure that we cover the quadruple burden of disease.
- **Clinical module 2. Chronic Comprehensive care Year 2**
Provide comprehensive, co-ordinated and continuing care (Health Promotion, Prevention, Curative, Rehabilitative and Palliative). This is an outcome of the competent clinician but I think we need a separate module from the clinical module 1. Health promotion and Palliation can be modules on there own
- **Leadership and governance (within the South African health system)**
Stellenbosch will help with content. This module will address the outcomes for change agent.
- **Teaching and Learning**
This module will address the outcomes for capability builder.

I have removed modules like Physiology and Anatomy

Curriculum map

- Outcome
- Assessment criteria (outcome must be measurable)
- Assessment methods
- For each module

Curriculum map



Curriculum map.docx

Learning outcomes

1. Competent clinician
2. Change agent (example IT in Mamelodi West clinic)
3. Capability builder
4. Critical thinker
5. Community advocate
6. Collaborator

Portfolio of learning

1. Introduction
2. Learning outcomes
3. Learning plans (Baseline and every 6-months)
4. Observations (10 per year, including 1 of a mentoring/teaching/training activity)
5. Logbook (Core primary care skills, with some additional elective skills, assessed at baseline and every 6-months along with the learning plan)
6. Other courses, congresses, workshops, meetings (optional additional material)
7. Assessment of portfolio (at least annually)
Will get help in the Department

Assessment

1. One national exit examination
2. Portfolio must be part of assessment
3. Clinical assessment should be decentralised
4. There must be quality assurance of assessment
5. There must be training for assessors
6. Assessment must be aligned with teaching methods and learning outcomes

Teaching methods

1. Integrated (of content, people, Dip+MMed) district based training across the whole DHS platform Integration workshop
2. Blended distance (e-learning)/work place and campus-based learning. ClickUP Blackboard learn
3. Mentor supported reflective learning process. Assignments feedback

What next ?

- Work on content of modules
- IT put content online
- Get approval for change
- Implementation of new diploma 2017

Thank you