

MPhil by dissertation

This programme aims to educate and train researchers from diverse disciplinary and professional backgrounds, enabling them to understand and research complex issues and challenges pertinent to HSE, particularly in resource-constrained environments. You will be equipped with appropriate in-depth theoretical knowledge and the methodological skills necessary to undertake rigorous research at an advanced level.

Admission requirements:

- PGDip HPE or (equivalent)
- Students may be required to attend an educational research methods course and other coursework as appropriate to the topic of the dissertation, depending on their prior knowledge and experience.

Deadline for applications: 30 November

PhD

The aims of the programme are to equip candidates to undertake research at the most advanced level, focused on the features and challenges of HSE, particularly in resource-constrained environments.

Admission requirements:

A Masters in Health Sciences/Professions Education or equivalent. In the absence of Masters in Health Sciences/Profession Education, applicants will be considered on the basis of their portfolio of qualifications and experience. Candidates will be expected to undertake extensive reading in preparation for a proposal, and may be required to attend educational research methods courses and other coursework as appropriate to the topic of the dissertation.

PhD applications can be made throughout the year.



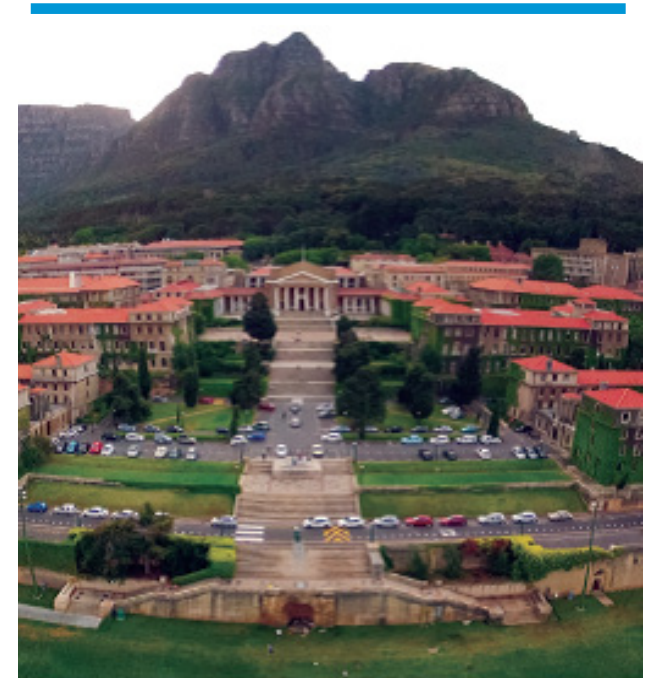
More information: <http://www.healthedu.uct.ac.za>



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Are you interested in Health Sciences Education?

Do you want to advance your teaching, research and career? Join the Department of Health Sciences Education and register for a PGDip, MPhil by dissertation or PhD



The Department of Health Sciences Education

Growing leadership in the professional development and training of health science educators

The establishment of Department of Health Sciences Education reflects UCT's commitment to advancing the field of health sciences education (HSE) and generating scholarship relevant to Africa and other resource-constrained environments. This initiative is also in keeping with the Faculty's adoption of the Primary Health Care Approach as its lead theme.

As a department, we are committed to doing and using contextually-relevant research to strengthen the science and practice of educating and training health professionals. Our aim is to ensure that through improved educational practices, our graduates are prepared for contextually-relevant clinical practice and to help foster clinical excellence. We also strive to collaborate with other groupings engaged in HSE research, teaching and service.

We provide the Faculty with an academic hub for inter-disciplinary and inter-professional education offerings.

Our services include:

Educational development which aligns education, training and health professional practice at both under- and postgraduate levels with all levels of health care delivery; promotion of excellence in teaching, learning and assessment at all sites of education and training; and development of innovative educational responses to the unique challenges faced in the South African and African contexts.

Postgraduate Diploma HPE

This programme will enable you to reflect critically on the theory and practice of teaching, learning, assessment, course design and curriculum development in Primary Health Care-led health systems and curricula.

The programme consists of 3 compulsory courses:

- Teaching and Learning Theories in Health Professional Education
- Learning and Teaching Practice
- Assessment in Health Professional Education

Choose one of the following electives:

- Curriculum Development and Course Design OR
- Academic literacy for Health Professional OR
- Technology assisted learning & teaching (Electives will only run if significance number of students choose this option)

Duration: 1 year full time; 2 years part time.

Delivery mode: There are 3 one week long contact blocks with ongoing technology assisted learning in between.

Admission requirements:

- An undergraduate health professional degree or similar
- Registration with a relevant professional body
- Six months' teaching experience in a healthcare context
- Fluency in written and spoken English
- Basic computer literacy
- Reliable and continuous computer access and internet connectivity
- Applicants may be considered on the basis of Recognition of Prior Learning (RPL).

Deadline for applications: 30 November

The wonderful complexities of health sciences education

The challenges facing health sciences education (HSE) are complex, particularly so in resource-constrained environments.

On the African continent most of the few Master's programmes in the field of HSE are coursework programmes that are more focused on developing participants as educational practitioners rather than as researchers. As such, there is a great need for highly qualified researchers who both understand and are committed to the improvement of HSE, and consequently health care, in resource- constrained environments.

The University of Cape Town offers you a rich, socially-responsive, research-intensive environment in which to further your studies. You will interact with and enjoy supervision from committed and passionate researchers from a variety of professions, including health, who also hold qualifications in HSE.

The Faculty of Health Sciences, which holds Primary Health Care as its lead theme, prides itself on having a critical mass of researchers who hold doctorates in HSE. In line with this, we offer one of the few HSE doctoral programmes on the African continent. In 2017, we are offering places at Masters and Doctoral level to candidates with the following research interests: **Learning effects of assessment; portfolio-based learning and assessment; workplace based learning and assessment; assessment generally; clinical teaching; faculty development (particularly the impact of and theory informing effective faculty development); research skills development; curriculum development, design and evaluation; critical theory and curriculum; socially responsive and accountable clinical/health professional education and training; discourse and communication in the health sciences.**