higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

THE SOUTH AFRICAN HEALTH CARE SYSTEM

NQF LEVEL 2

IMPLEMENTATION: JANUARY 2013

INTRODUCTION

A. What is *The South African Health Care System* about?

The South African health care system is the sum of all the organisations, institutions, resources, people and actions whose primary intent is to promote, restore and maintain health. This includes efforts to influence determinants of health as well as more direct health improving activities. The health care system is therefore more than the pyramid of publicly owned facilities that deliver personal health services. It includes everyone responsible for good health, from the family in a rural village to the surgeon in an academic hospital. It involves all branches of government and operates within the public sector, civil society and for-profit entities. The South African Health Care System is one of the core vocational health fields. It aims to equip the student with knowledge and skills to work in different health modalities within the health system. Whilst the vocational training is grounded in the South African context, it also incorporates international imperatives.

B. Why is *The South African Health Care System* important in the learning programme?

The health care system of South Africa is dynamic, multifaceted and not comparable to any other health care system. An effective health care system evolves from an understanding of health. Measurable outcomes of the South African health care system are achieved when it is based on the definition that reflects current health and development issues. According to the South African Constitution, South African citizens have health rights which include the right of access to health care services. The legislative framework in South Africa has had a major impact on both the public and private health sectors. The education and training institutions have a responsibility to ensure that students have sufficient knowledge and skills related to the health care system which will benefit the students, families and the community.

C. How do the Learning Outcomes link with the Critical and Developmental Outcomes?

- The student should be able to identify and solve problems when describing the trends in the health care system.
- The student will be able to demonstrate an understanding of the world as a set of related systems by recognising that the components of the health care system are an integral part of health and development.
- The student should be able to demonstrate an ability to work effectively with others and in teams as a team member discussing matters related to the health care system in South Africa.
- The student should be able to organise and manage him/her and him/her activities responsibly, using strategies/approaches to deal with her/his learning programme.
- The student should be able to collect, analyse, organise and critically evaluate information by investigating the health care system in South Africa.
- The student should be able to communicate effectively in presenting the current health care system.
- The student should be able to apply science and technology effectively and critically, using the computer.

- The student should be able to participate as a responsible citizen in the local, national and global communities by indentifying and learning about the trends in health care systems.

D. Which factors contribute to achieving the Learning Outcomes?

The student should have the following attributes in order to be successful in this subject:

- A positive attitude and structured approach towards learning and studying
- A structured approach towards analytical and reflective thinking
- Assertiveness in one's behaviour and towards others
- Showing awareness of promoting oneself and one's ability in pursuing career opportunities
- Logical reasoning
- An ability to solve problems
- An objective non-judgemental attitude to understand health issues
- An ability to communicate
- An interest in health and development

THE SOUTH AFRICAN HEALTH CARE SYSTEM - LEVEL 2

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1 DURATION AND TUITION TIME

This is a one-year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided the student meets all the assessment requirements. Students with special education needs (LSEN) must be catered for in a way that eliminates barriers to learning.

2 SUBJECT LEVEL FOCUS
SAQA QUALIFICATION ID: 50440

EXIT LEVEL OUTCOME 1: Describe the South African health care system.
Associated Assessment Criteria

- The SA health care system is described *(range: health, the national health care system, health care services, health care and medical care).*
- The environmental factors affecting the SA health care system is outlined *(range: socio-economic, political, geographic demographic*).
- The public health care services in South Africa are clarified *(range: community, district/sub district, provincial and national levels).*
- The public health care service levels in South Africa are evaluated.

EXIT LEVEL OUTCOME 2: Describe the district health care system in South African
Associated Assessment Criteria

- Primary health care in SA is discussed.
- The district health care system in SA is outlined *(range: point of entry and referral network at a local health district).*

EXIT LEVEL OUTCOME 3: Describe the stakeholders in the South African health care system
Associated Assessment Criteria

- The roles and responsibilities of stakeholders in the SA health care system are described (*range: public- and private health care services, non-governmental, not-for-profit organisations and community based organisations).*

3 ASSESSMENT

Information provided in this document on internal and external assessment aims to inform, assist and guide a lecturer to effectively plan the teaching of the subject.

The Assessment Guidelines accompanying this document provides detailed information to plan and conduct internal and external assessments.

3.1 Internal assessment (50 percent)

Detailed information regarding internal assessment and moderation is outlined in the current Internal Continuous Assessment (ICASS) Guideline document provided by the Department of Higher Education and Training (DHET).

3.2 External assessment (50 percent)

A National examination is conducted annually in October or November by means of a paper(s) set and moderated externally. A practical component Integrated Summative Assessment Task (ISAT) will also be assessed as a component of external assessment.

Detailed information regarding external assessment and moderation is outlined in the '*National Policy on the Conduct, Administration and Management of the Assessment of the Assessment of the National Certificate Vocational', Gazette Number 30287,* dated 12 September 2007.

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. The South African Health Care System	20
2. The district health care system in South Africa	70
3. The stakeholders in the South African health care system	10
TOTAL	**100**

5 CALCULATION OF FINAL MARK

Internal assessment mark: Student's mark/100 x 50 = a mark out of 50 (a)
External assessment mark: Student's mark/100 x 50 = a mark out of 50 (b)
Final mark: (a) + (b) = a mark out of 100

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, moderation, verification as well as reporting purposes.

6 PASS REQUIREMENTS

A student must obtain at least fifty percent (50%) in the ICASS and fifty percent (50%) in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On completion of *The South African Health Care System* Level 2, the student should have covered the following topics:

7.1 Topic 1: The South African health care system
7.2 Topic 2: The district health care system in South Africa
7.3 Topic 3: The stakeholders in the South African health care system

Topic 1: The South African Health Care System

Subject Outcome 1.1: Describe the South African health care system.
Learning Outcomes
The student should be able to:

- Define concepts associated with the health care system within the South African context *(range: health, the national health care system, health care services, health care and medical care).*
- Write a short history of the health care system in South Africa.
- List the goals of the South African health care system.
- Describe the building blocks of the South African health care system (*range: service delivery*, *health work force, information, financing, leadership/governance and medical products).*

Subject Outcome 1.2: Outline the environmental factors affecting the South African health care system.

Learning Outcomes

The student should be able to:

- List the environmental factors that affect the SA health care system (*range: global and national socio-economic, political, geographic and demographic).*
- Clarify the relationship between the environmental factors and the health care system *(range: socio-economic, political, geographic demographic*).
- Identify opportunities in the health care system.
- Analyse challenges of the health care systems.
- Name the responses of the World Health Organisation (WHO) to the health care systems challenges.
- Explain the role of the World Health Organisation in the international health care system agenda.

Subject Outcome 1.3: Clarify the public health care services in South Africa.

Learning Outcomes

The student should be able to:

- List the goals and objectives of the public health care services in South Africa.
- Explain the focus of public health care service in South Africa.
- Describe the role of the South African government in public health care service.
- Assess the progress made in the realisation of the principle of social justice in public health care in South Africa at community, district/sub district, provincial and national levels.

Subject Outcome 1.4: Evaluate the public health care service levels in South Africa.

Learning Outcomes

The student should be able to:

- Name all the levels of public health care services in South Africa.
- Draw the public health care services organogram to reflect the structure and functions at all levels.
- Describe public health care establishment at a district and sub district level.
- Identify and describe the public health care user.
- Identify the rights of health care users and health care providers.
- Determine the gaps in health care providers' duties and obligations at a local health care facility.
- Plan an awareness campaign in the community on the rights of users of health care facilities.
- List the roles and responsibilities of the SA government with regard to the international health care system.

Topic 2: The District Health Care System in South Africa.

Subject Outcome 2.1: Discuss primary health care in South Africa.

Learning Outcomes

The student should be able to:

- Define the concept "primary health care".
- Describe the primary health care approach in South Africa.
- List the principles underpinning the approach to primary health.

- Describe primary health care as a level of care.
- Assess the elements of primary health care at a local health facility.
- Conduct a study on the elements of primary health care at a local health care facility
- Compile and present a report on the elements of primary health care.
- Identify the PHC services rendered at a local health care facility.
- Compile a report on the PHC services rendered at the local health care facility.

Subject Outcome 2.2: Outline the district health care system in South Africa.
Learning Outcomes
The student should be able to:
- Define a health district in the South African context.
- Define the South African district health care system.
- Explain the philosophy underlying the district health system in South Africa.
- Describe the key principles of the district health system in South Africa.
- List the goals of South African district health care system.
- List the functions of a health district in the South African context.
- Draw a diagram of the management and governance structures in the district health care system in South Africa.
- List the policy and legislative documents that provide the framework for the district health system in South Africa.
- List the roles and responsibilities of the national and provincial departments of health in the development of the district health care system in South Africa.
- Draw a map of a local health district illustrating the boundaries, the health facilities and relevant sectors that work within the district.
- Sketch a diagram to illustrate the various levels of health care in South Africa *(range: point of entry and referral network at a local health district).*

Topic 3: The Stakeholders in the South African Health Care System.

Subject Outcome 3.1: Explain the roles and responsibilities of stakeholders in the South African health care system.
Learning Outcomes
The student should be able to:
- List the public and private stakeholders in the South African health care system.
- Describe the roles and responsibilities of stakeholders participating in public health care services.
- Describe the roles and responsibilities of stakeholders involved in private health care services.
- List the civil society organisations and professional bodies involved in the South African health care system.
- Describe the roles and responsibilities of stakeholders representing the civil society organisations rendering health care services in the South African health care system (*range: non-governmental, not-for –profit organisations and community based organisations.)*
- Describe the roles and responsibilities of the health professional bodies involved in the South African health care system.

8 RESOURCE NEEDS FOR THE TEACHING OF THE SOUTH AFRICAN HEALTH CARE SYSTEM - LEVEL 2

8.1 PHYSICAL RESOURCES

- Simulation centre for practical work.
- Computer room with Internet access.
- Access to local community and community centres or institutions for practical experience.
- Auditorium.

8.2 HUMAN RESOURCES

- Suitably qualified lectures with Bachelor of nursing, specialising in nursing education and public health. The lecturers must be well informed about the South African health policy and legislative framework, public and private health systems, community structures, cultural health practices, belief systems and research skills.
- Lectures trained as assessors, moderators and verifiers at NQF level 5 or 6.
- Lectures to coach and mentor other colleagues.

8.3 OTHER RESOURCES

Teaching Aids

- Data projector
- Computers
- Smart board connected to the computer
- White board
- DVD player
- Flip chart stands and paper
- Printer
- Copy machine
- Fax machine
- Magazines, health /medical journals
- News papers

Consumables

- Stationery: pens, pencils, crayons, printing paper, coloured paper, white board eraser
- Memory sticks
- Cartridges for fax and printers
- Blank CDCs
- Files for portfolios of evidence