

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION								SECTION A	
QUALIFICATION DEVELOPER			Byte Size College						
TITLE		Certificate V in Social Work				NCQF LEVEL		5	
FIELD		Health & Social Services		SUB-FIELD		Social Work			
New qualification		√		Review of existing qualification					
SUB-FRAMEWORK		General Education		TVET		√		Higher Education	
QUALIFICATION TYPE		Certificate		√		Diploma		Bachelor	
		Bachelor Honours				Master		Doctor	
CREDIT VALUE						132 Credits			
RATIONALE AND PURPOSE OF THE QUALIFICATION									
<p>RATIONALE</p> <p>Social Work profession plays an important role in the improvement of people's lives. Social workers are involved directly with individuals, families, groups, or communities to help them cope with their problems in the day to day activities.</p> <p>Social workers are crucial in the provision of social services, such as helping individuals and families to obtain public assistance; provide support, referrals and information about other services as needed, ranging from basic needs such as housing and food to psycho-social support services, including acute mental health needs (Global Social Service Work Force Alliance, 2016). Furthermore, they are contributing to supporting the healthy development and well-being of children, individuals, and families. Thus, this qualification aims to produce auxiliary social workers who can assist clients in the above-mentioned areas.</p> <p>Currently, Botswana is struggling to curb the main social problems such as unemployment, domestic violence, young pregnancies, drop out from schools and substance abuse. This indicates that the country needs more social workers to address the issues. To this end, the qualification produces auxiliary social workers who can work within the context and culture of the communities and assist in the alleviation of above-mentioned social problems.</p>									

The proposed qualification is also supported by the national policies such as Vision 2036 and NDP 11. In order to achieve the basic goal of Vision 2036 - “to build a just and caring society.”, the government of Botswana plans to offer support and opportunities to underprivileged citizens, and provide safety nets for those who are in poverty traps. In addition, the government develops strategies and programmes to reduce the incidence of teenage pregnancy and contain HIV/AIDS infection (Vision 2030 Presidential Task Team, 2016). Thus, the proposed qualification will help to produce skilled paraprofessional social workers who are able to work with individuals, families, and communities to achieve vision 2036. Similarly, the proposed qualification will fulfil the goals of NDP 11 which emphasizes on provision of quality social services; promoting cost-effective pro-poor social safety nets; and effective response to the HIV Pandemic (Ministry of Finance & Economic Development, 2017) as the qualification helps to produce skilled auxiliary social workers who are always in the forefront in the provision of quality social services.

Furthermore, the findings from stakeholders’ survey revealed the fact that this qualification is most needed as the country is still facing shortage of human resources related to auxiliary social workers (See attached Support Letters from Stakeholders).

PURPOSE

The purpose of this qualification is to produce graduates who have skills and competencies to:

- Apply social work theories and principles in practice effectively and efficiently
- Understand clients’ problems situations
- Apply different approaches and methods to attend clients’ diverse problems
- Make ethical decisions by applying the principles and standards of social work
- Demonstrate effective oral and written communication with individuals, groups, and families
- Work with individuals and group of individuals who experience crisis in their lives

ENTRY REQUIREMENTS (including access and inclusion)

Entry Requirements:

To be admitted into Certificate V in Social Work, the following are necessary entry requirements:

- NCQF level 4 or equivalent qualification.
- Certificate III, NCQF level 3, with two years’ work experiences in related field

Access and Inclusion

The qualification is accessible to anyone who is interested to pursue their career in the field of Social Work. The admissions process will be open and transparent to all applicants. All learners are treated equally irrespective of their disability, age, gender, ethnic background, religious or philosophical belief, age, marital or parental status or socio-economic class to gain admission.

QUALIFICATION SPECIFICATION B		SECTION
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA	
1. Demonstrate an understanding of the basics of social work practice	1.1 Explain the principles and characteristics of social work 1.2 Adopt culturally relevant social work practice 1.3 Assess social issues from professional perspectives 1.4 Identify the role of professional social workers 1.5 Describe social work practice in Botswana context 1.6 Describe the social structures that influence people's lives	
2. Demonstrate an understanding of various methods and approaches used in social work	2.1 Identify diverse range of social work practice methods 2.2 Apply social work methods to address needs and aspirations of relevant population groups and clientele 2.3 Explain the importance of case work, social group work and community work 2.4 Adopt an integrated approach to social work practice in various settings 2.5 Assess the interventions used to solve individuals and group problems	

<p>3 Promote the values of social work and code of ethics in appraising and solving social problems</p>	<p>3.1 Apply social work values and principles with diverse population groups</p> <p>3.2 Apply social work values and principles consistently.</p> <p>3.3 Show commitment to social justice and human rights in relationships with clients and community members.</p> <p>3.4 Respect uniqueness of individuals and diversity across population.</p> <p>3.5 Adhere to social work code of ethics and organizational policies</p>
<p>4 Demonstrate effective oral and written communication while working with individuals, families, groups, communities, and colleagues</p>	<p>4.1 Communicate effectively both orally & in writing.</p> <p>4.2 Identify communication barriers affecting relationships with clients, social systems, and multi-sectorial actors.</p> <p>4.3 Exchange information and feelings with clients professionally both verbally & non-verbal.</p> <p>4.4 Listen actively, empathetically, and communicate clearly and sensitively with clients.</p>
<p>5 Use appropriate resources in service delivery</p>	<p>5.1 Identify local resources to empower individuals, families, and communities</p> <p>5.2 Make accessible the required information, assistance, and support for service beneficiaries.</p> <p>5.3 Assess how the resources are used appropriately and effectively.</p>

<p>6 Work effectively with multi-sectorial teams in social work practice</p>	<p>6.1 Establish good work relationship with another sectorial team</p> <p>6.2 Participate actively in multi-Sectorial teams to advance the needs and aspirations of clientele</p> <p>6.3 Show positive attitude towards the team approach.</p> <p>6.4 Describe the role and functions of multi-disciplinary/sectorial teams.</p>
<p>7 Demonstrate the ability to use Computer Applications</p>	<p>7.1 Identify the components of computer system including the hardware and software.</p> <p>7.2 Create word documents and folders</p> <p>7.3 Show how to edit data including copying, moving files, and pasting</p> <p>7.4 Work effectively with a range of current, standard, office productivity software applications.</p> <p>7.5 Use internet and computer network effectively.</p>

QUALIFICATION STRUCTURE			
			SECTION C
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	Level	Credits
	Introduction to Sociology	5	10
	Human Development & Growth	5	10
	English Proficiency	5	8
	Interpersonal Communication	5	8
	Computer Applications	5	10
CORE COMPONENT Subjects / Units / Modules /Courses	Social Welfare & Social Work	5	10
	Micro Social Work Practice	5	10
	Messo and Macro Social Work Practice	5	10
	Community Based Participatory Research	5	10
	Industrial Attachment	5	30
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Health Education and Communication	5	8
	Ethics for the Human Services	5	8
	Community Health	5	8
	Introduction to Law and Society	5	8
Rules of combinations, Credit distribution (where applicable):			
<p>Rules of combination</p> <p>The credit distribution for level 5 and elective of the qualification certificate in Social Work.</p> <p>Learners are required to elect any two (2) modules from the elective component which has got 8 credits.</p> <p>Learners are required to achieve a minimum of 132 credits inclusive of 46 credits for fundamental courses, 70 credits for core courses and 16 credits for elective.</p>			

MODERATION ARRANGEMENTS

TYPE OF ASSESSMENT

Formative or Continuous assessments (CA)

- The outcomes of each module in the qualification are assessed through formative (continuous) assessment. It will be done through practical and theoretical assessment which will contribute 50% to the final grade.

Summative assessments

- Final examination will be conducted on completion of the modules. All the outcomes of the module will be assessed in the final examination which will contribute 50% to the final grade.

Both formative and summative assessments are administered by accredited and registered assessors.

Practical Project

- Practical project will be provided for learners once they complete the required modules for the qualification. Practical experience is assessed through observation. Students will be attached to different government, non-government and community-based organizations for three months to avail the opportunity to experience the real world. The project will be assessed based on the institution's supervisor and industrial supervisor.

MODERATION

Internal Moderators

Documentation

- All necessary documents including qualification document, alignment matrices, assessment instruments and assessment criteria should be available.

Pre-Moderation

- All final examinations are moderated before administered. During the moderation process, allocation of marks, duration allocated for the examination, objectivity of the exam, and the clarity of questions will be checked.

Post Moderation

- After final examinations are administered, post moderation will be carried out. In the moderation process, whether all scripts have been assessed using the same criteria; the fairness and consistency when marks are awarded; and the correctness of mark calculation will be checked.
- Post-assessment moderation is carried out by taking samples. The total number of scripts to be sampled depends on the total number of scripts. If the total number of scripts is 10 or less, all the scripts shall be assessed. If the total number of scripts is more than 100, 10% of the scripts will be sampled. The sample shall represent fair distribution of the scores (i.e., sample should include scripts with high, average, and low scores).

External Moderators

- External moderators are invited once in a year to assess the fairness and consistency of internal assessment. They check whether the assessment standards are appropriate or not; the fairness and equity in the assessment process, marking, grading and classification of student performance.

- In addition, they provide their opinions and advices on the processes involved in learning, teaching and assessment.
- Both the institution's internal and external moderators should be accredited and registered by Botswana Qualification Authority.

Moderation of Report

A moderation reports shall entail but not limited to the following:

- Sample size and sample procedure
- Observations about the performance of candidates
- Consistency of assessment judgments and decisions
- Assessment instruments and alignments to learning outcomes
- Recommendations for improvement

RECOGNITION OF PRIOR LEARNING (if applicable)

- Candidates may submit evidence of prior learning and current competence and/or undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with the institution RPL policies and relevant national policy. Implementation of RPL shall also be consistent with requirements, if any, prescribed for the field or sub-field of study by relevant national, regional, or international professional bodies.
- Learners who are able to demonstrate that they have already fulfilled some of the learning outcomes of the qualification by means other than attendance on the planned qualification, and will be able, by completing the remaining requirements, to fulfil the learning outcomes of the qualification and attain the standard required for the award, may be admitted with advanced standing, thus exempting them from some modules or stages of the qualification.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning

Vertical Progression

Learners who have completed their Certificate in Social Work qualification could progress into Diploma into the following fields of study at any local, regional, or international Colleges/universities.

- Diploma in Social Work
- Diploma in Community Development

- Diploma in Counseling & Psychotherapy
- Diploma in Health & Social Care

Horizontal Progression

Learners may progress horizontally between qualifications if they meet the minimum requirements for admission to the target qualifications. The following are some of the comparable qualifications among others in the field of Health & Social Services:

- Certificate V in Social Care
- Certificate V in Social Work & Social Administration
- Certificate V in Community Development
- Certificate V in Counseling

Employment

The graduates from the field of Social Work can work as auxiliary or para-professional social worker, counselor, welfare officer, mental health worker, community facilitator, correction officer, administrator, and special needs instructor.

QUALIFICATION AWARD AND CERTIFICATION

A candidate is required to successfully achieve the stipulated total credits (132) inclusive of the fundamental component (46), core component (70) and electives (16) to be awarded the qualification. The Certificate in Social Work will be awarded to a candidate who complete 132 credits as indicated in the approved qualification document with at least a minimum achievement of 50% in each module and overall.

REGIONAL AND INTERNATIONAL COMPARABILITY

The qualification was benchmarked against the following qualifications:

- **Certificate in Social Work and Welfare, Kenya Institute of Social Work “A Centre of Excellence”, Kenya**
- **Certificate in Social Work, Institute of Social Work, Tanzania**
- **Certificate in Social Work, University of the West Indies (UWI), Barbados**
- **Certificate in Social Services Work, Coast Mountain College, Canada**

Summary of similarities & differences observed

- The proposed qualification is comparable with the qualification at the Kenya Institute of Social Work, Kenya, in terms of classification, i.e., both qualifications are at level 5 at Certificate level. Besides, both qualifications have similar main exit outcomes, assessment strategies and education & employment pathways. Most of the modules (8 out of 15) offered by the Kenya Institute of Social Work are also similar with the proposed qualification. However, the total number of modules of the proposed qualification is different from the qualification at the Kenya Institute of Social Work, which is 15.
- The proposed qualification and the qualification at the Institute of Social Work, Tanzania, are similar in terms of classification. Also, both qualifications have similar total number of modules, main exit learning outcomes, assessment strategies and education & employment pathways. Despite their similarities, few modules of the proposed qualification are different from the qualification compared with.
- The proposed qualification is similar with the qualification at the University of West Indies (UWI), Barbados, in terms classification. In addition, both qualifications have similar main exit learning outcomes, education & employment pathways. Furthermore, most modules (6 out of 10) offered by UWI are similar with the modules of the proposed qualification. The proposed qualification; however, is different from the qualification at the UWI in terms of credit values and total number of modules.
- The proposed qualification and the qualification at the Coast Mountain Collage, Canada, are similar in terms of main exit out comes, assessment strategy and education & employment pathways. Six (6) out of Nine (9) modules offered by the Coast Mountain Collage, Canada, are similar with the modules of the proposed qualification. Moreover, both qualifications are comparable in terms of classification. However, it is observed that there are differences between these two qualifications in terms of the total number of modules and title of the qualifications.

Comparability and articulation of the proposed qualification with the ones examined.

- The qualification compares well with those against which it was benchmarked. The mode of delivery for the proposed qualification allows learners to attend the program in their chosen mode of delivery. In addition, the proposed qualification's modules cover most of the topics of the benchmarked qualifications.

REVIEW PERIOD

This qualification shall be reviewed every five (5) years.