

QUALIFICATION SPECIFICATION										SECTION A		
QUALIFICATION DEVELOPER		BYTE SIZE COLLEGE										
TITLE		Certificate V in Public Health						NCQF LEVEL		5		
FIELD		Health & Social Services			SUB-FIELD		Public Health					
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>The rationale for this qualification is premised on the following argument:</p> <p>Public Health is an essential profession as it addresses broad issues that can affect the health & well-being of individuals, families, communities, and societies at large. In addition, it focuses on improving and protecting community health with the emphasis on prevention and diseases management.</p> <p>Today, many African countries are suffering with diseases such as HIV/AIDS, malnutrition, tuberculosis (TB), malaria and other vector borne diseases. Botswana, like other African countries, is still battling HIV/AIDs, tuberculosis (TB), diarrhea & digestive diseases and malaria (Nkomazana, O. et al. (2015). This indicates that the country needs skilled manpower to deal with challenges mentioned above. Therefore, this qualification will help in alleviating the manpower shortages of the country who can deal with the above-mentioned health problems.</p> <p>Public Health is one of the qualifications supported by the national policies such as National Development Plan (NDP 11), Vision 2036, and National Human Resources Development Strategy (NHRS). One of the goals of the National Development Plan (NDP 11) is to achieve some of the Millennium Development Goals (MDGs) which were not met in 2016, among these, improving maternal mortality rates and combating HIV/AIDS, malaria, and others. As it is stated, despite the reduction in maternal mortality rates,</p>												

compared to other middle-income countries, it needs more efforts in order to reduce it substantially. It is also pointed out that a lot still needs to be done to reduce HIV/AIDS. In addition, the document indicates that government has given emphasis on addressing environmental risks, which are mainly brought by poor waste management (solid, liquid and gaseous) as well as public sanitation and hygiene (Ministry of Finance & Economic Development, 2017). Thus, the proposed qualification will help to produce skilled public health practitioners who can play an important role to fulfil the goal of NDP 11. Similarly, in vision 2036, it is indicated that the country is facing a challenge in communicable diseases such as HIV and AIDS, TB and malaria. Therefore, the government needs to develop a plan to reduce HIV and AIDS through emphasis on prevention, treatment, care and support. Public health is, therefore, the right qualification as it plays an important role in the prevention, care, treatment and controlling of diseases. Moreover, the National Human Resources Development Strategy (2009 -2020) emphasizes on the goal of building a national human resource capability which can make a significant difference to Botswana's future development (Ministry of Education & Skill Development, 2009). To this end, public health plays an essential role in promoting healthy lives and sustainable social wellbeing which is the main pillar in order to bring social as well as economic development in the country. The qualification is also given priority by the National Human Resources Development council (NHRDC) under Health Sector (Interim Sector Skills in Demand, 2016).

Furthermore, a need assessment survey was conducted to get feedback from different stakeholders such as government and private organizations. The findings indicated that there is a need for Public Health graduates at certificate level as the country is still facing shortage of human resources in health care services.

PURPOSE

The purpose of this qualification is to equip learners with skills and knowledge to:

- Apply the knowledge of public health related to prevention, controlling and elimination of disease.
- Understand how diverse demographics within a community influence health
- Identify environmental hazards, risk factors for infectious and chronic diseases, and leading causes of death.
- Work in health-related areas to minimize the risk of illness, disease and infections.
- Educate the public on specific health risks and encourage a healthier lifestyle.

- Address the emerging challenges related to population health
- Work constructively with communities related to health

ENTRY REQUIREMENTS (including access and inclusion)

❖ Entry Requirements:

To be admitted into Certificate in Public Health, the following entry requirements should be met:

- Certificate NCQF Level IV with a pass in English or equivalent

Recognition of Prior Learning (RPL) and Credit Accumulation Transfer (CAT)

- Applicants who do not meet the above criteria but possess relevant industry experience may be considered through Recognition of Prior Learning (RPL) and Credit Accumulation Transfer (CAT) policies for access. This consideration will be done following guidelines of the ETP policies which are aligned with BQA/National RPL and CAT policies

QUALIFICATION SPECIFICATION

SECTION B

GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Demonstrate knowledge & understanding of the concept of public health	1.1 Discuss the history of public health 1.2 Explain the basic principles of public health 1.3 Describe the core functions of the public health practitioners 1.4 Recognize the core values, concepts, and functions of public health 1.5 Demonstrate an understanding of the social, cultural and economic determinants of health 1.6 Discuss the ethical issues in public health practice
2. Demonstrate knowledge and understanding of the principles of primary health care	1.1 Define primary healthcare (PHC) 1.2 Explain components of PHC 1.3 Identify the challenges of PHC at national level 1.4 Apply recommended effective strategies to implement PHC

	1.5 Discuss policies and procedures related to PHC
2. Educate the public regarding healthier lifestyle	2.1 Identify relevant information related to health promotion activities 2.2 Identify opportunities to promote the health of the community 2.3 Explain the importance of health and wellness to develop healthy lifestyle 2.4 Demonstrate different strategies to sensitize the community
3. Develop effective prevention strategies against public health threats	3.1 Identify public health threats 3.2 Apply acquired knowledge in prevention of public health threat 3.3 Engage the community in the prevention plan 3.4 Assess the effectiveness of the strategies
4. Use appropriate statistical methods for critical reading of reports of statistical analysis of public health problems.	4.1 Define the concept of statistics 4.2 Describe how statistical methods are used to analyze public health data 4.3 Explain the types of statistical methods used in data analysis 4.4 Interpret statistical data
5. Apply the basic concepts of epidemiology to the study of the patterns of disease and injury applied to public health	5.1 Define epidemiology 5.2 Discuss the principles of epidemiology for disease surveillance and investigation activities 5.3 Describe the historical development of epidemiology 5.4 Explore the causes, incidence and prevalence of a disease

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	5.5 Discuss ethics in epidemiology & public health
6. Determine the role of environmental factors affecting the health of a population.	6.1 Discuss the effect of environmental factors on public health 6.2 Identify environmental factors that can affect population health 6.3 Describe the causes and effects of environmental factors such as solid waste, hazardous waste, air and water pollutions 6.4 Develop prevention strategies on the impact of environmental factors.
7. Identify the managerial and policy issues associated with the delivery, quality and costs of health care.	7.1 Describe the Botswana's health care delivery system 7.2 Assess the effectiveness or efficiency of health care providers 7.3 Identify basic factors that influence the delivery and quality of the Botswana's health care system.
8. Identify the social, behavioral, and cultural factors related to population health	8.1 Discuss how socio-cultural factors affect population health. 8.2 Describe the positive and negative impact of beliefs, traditions and social customs on community health 8.3 Explore behavioral determinants that can influence individuals and community health

QUALIFICATION STRUCTURE

SECTION C			
FUNDAMENTAL COMPONENT	Title	Level	Credits
Subjects / Units / Modules /Courses	Statistics	5	8
	Natural Sciences (Medical Microbiology, Anatomy and Physiology)	5	10

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	Social & Behavioral Sciences	5	8
	Interpersonal Communication	4	8
	Basic Mathematics	4	8
CORE COMPONENT Subjects / Units / Modules /Courses	Introduction to Epidemiology	5	10
	Principle of Public Health	5	10
	Introduction to Health Promotion	5	8
	Environmental Health	5	8
	Occupational Health & Safety	5	8
	Industrial Attachment & Report-Writing	5	30
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Monitoring & Evaluation	5	8
	Community Health	5	8
	HIV Counseling & Testing	5	8
	Communicable & Non-Communicable Diseases	5	8
	Drugs & Alcohol Abuse	5	8
	Sexual Reproductive Health	5	8

Rules of combinations, Credit distribution (where applicable):

Rule of combination

The credit distribution for level 4, 5 and elective of the qualification certificate in Public Health.

Learners are required to elect any two (2) modules from the elective component which has got 16 credits. Learners are required to achieve a minimum of 132 credits inclusive of 42 credits for fundamental courses, 74 credits for core courses and 16 credits for elective.

MODERATION ARRANGEMENTS

- Assessment shall be carried out as per ETP's policies, which are aligned to BQA/National assessment policies.
- Internal and external moderation shall be carried out as per ETP's policies which are aligned to BQA/National moderation policies.
- The ETP will engage only BQA accredited assessors and moderators to carry out assessment and moderation
- Assessment will be made up of formative and summative. The weighting of assessment will be as follows 60 % Formative and 40% summative.

RECOGNITION OF PRIOR LEARNING (if applicable)

Recognition of Prior Learning (RPL)

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 applicable RPL policies and relevant national-level policy and legislative framework. 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.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning

Vertical Progression

Students who have completed their Certificate in Public Health qualification could progress into Diploma into the following fields of study at any local, regional or international universities.

- Diploma in Public Health
- Diploma in Community Health
- Diploma in Health Science
- Diploma in Environmental Health

Horizontal Progression

Learners can consider the following related qualifications among others in the field of Health & Social Services.

- Certificate V in Community Health
- Certificate V in Health Education
- Certificate V in Health Care Management
- Certificate V in Environmental Health Science

Diagonal Progression

Students may progress diagonally between qualifications by presenting a completed Qualification or credits towards a qualification in a similar study area and must meet the minimum requirements for admission to the target qualification.

Employment

Graduates who have public health certificate can work as

- Public Health Assistants
- Health Research Assistants
- Community Health Workers
- Community Mobilizers
- Health Education Assistants
- Environmental health assistant
- Health education assistants
- Disease investigator assistants.

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification

A candidate is required to achieve the stipulated total credits inclusive of the fundamental, core and elective components, to be awarded the qualification.

Certification

Candidates meeting prescribed requirements will be awarded the qualification in accordance with standards prescribed for the award of the qualification and applicable policies. Candidates who do not meet the prescribed minimum standards may, where applicable, be considered for appropriate exit awards in accordance with applicable policies.

REGIONAL AND INTERNATIONAL COMPARABILITY

- The proposed qualification is comparable with the qualification at the Mount Kenya University, Kenya, in terms of classification. Both qualifications have similar duration, main exit learning outcomes, assessment strategy, and education & employment pathways. Besides, most of the modules (5 out of 8) offered by the Mount Kenya University are similar to the modules of the proposed qualification. Despite their similarities, the proposed qualification is different from the qualification compared with in terms of mode of delivery.
- The proposed qualification and the qualification at the Thutobophelo Training & Skills Academy, South Africa, are similar in terms of classification, that is, both qualifications are at level 5 at the Certificate level. Besides, both qualifications have similar duration, exit learning outcomes, duration, and education & employment pathways. However, it is observed that there are differences between these qualifications in terms of the total number of modules.

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- The proposed qualification and the qualification at Massey University, New Zealand, have similar main exit learning outcomes, duration, and education & employment pathways. Besides, most of the modules (3 out of 6) offered by Massey University are similar to the modules of the proposed qualification. Both qualifications are also similar in terms of classification. The proposed qualification; however, is different from the qualification at Massey University in terms of the total number of modules, mode of delivery, and credit values.
- The proposed qualification is similar to the qualification at the Western Sydney University, Australia, in terms of classification. Also, both qualifications have similar main exit outcomes, assessment strategies, and education & employment pathways. However, the proposed qualification is different from the qualification at the Western Sydney University in terms of duration, the total number of modules, and mode of delivery.

REVIEW PERIOD

This qualification shall be reviewed every five years.

OTHER INFORMATION

Criteria for Selection of Assessors and Moderators

Qualification(s) required

- A minimum of Master's degree in a relevant field plus evidence of competence in assessment and moderation

Professional work experience required

- At least two years of academic experience plus work experience in a relevant field.

Professional registration and accreditation

- Assessors and moderators must have valid registration and accreditation with Botswana Qualifications Authority (BQA).

For Official Use Only:

CODE (ID)			
REGISTRATION STATUS	BQA DECISION NO.	REGISTRATION START DATE	REGISTRATION END DATE



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LAST DATE FOR ENROLMENT	LAST DATE FOR ACHIEVEMENT