
	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

SECTION A: QUALIFICATION DETAILS															
QUALIFICATION DEVELOPER (S)			Gaborone University College of Law and Professional Studies												
TITLE		Bachelor of Arts in Human Development and Family Studies										NCQF LEVEL		7	
FIELD		Health and Social Services			SUB-FIELD		Human Development and Family Studies				CREDIT VALUE		516		
New Qualification					<input checked="" type="checkbox"/>		Review of Existing Qualification								
SUB-FRAMEWORK		General Education			<input type="checkbox"/>		TVET			<input type="checkbox"/>		Higher Education		<input checked="" type="checkbox"/>	
QUALIFICATION TYPE		Certificate	I	II	III	IV	V	Diploma	Bachelor						<input checked="" type="checkbox"/>
		Bachelor Honours			Post Graduate Certificate				Post Graduate Diploma						
		Masters				Doctorate/ PhD									
RATIONALE AND PURPOSE OF THE QUALIFICATION															
<p>RATIONALE:</p> <p>Throughout our lives, we go through many major changes. Born helpless, we are transformed through the years; from infant to child to adolescent to adult. And through it all, we are shaped by our families, our communities, and our society. Students of human development and family studies (HDFS) look at how people grow and how they form relationships throughout their lives. They explore the dynamics between people within their families as well as those between families and the greater world.</p> <p>This qualification answers the call of establishing intellectual property which is a current priority in Botswana to augment agricultural income and mining sector. The qualification will produce learners that will change the work sphere in meeting demands of early childhood development as established by Ministry of Education to introduce early childhood education centres in all primary schools. The Education and Training Sector Strategic Plan</p>															

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(ETSSP), 2012-2020 emphasize on the need for trained personal in the educational sector to meet growing demands of the community education needs.

With reference to both the Human Resource Development Councils' Health Sector Plan and the national Development Plan 11 (NDP 11 April 2017 – March, 2023) (page 196) there a great need in Botswana to have numerous educators in the field of family planning and human development that will work with children and social workers.

Lifespan neuroscience incorporates neuroscience perspectives and methods into the study of behavioural, cognitive, social and other developmental processes from birth to old age. We see neurosciences as both a tool for understanding important brain processes and a theoretical perspective that adds an important level of analysis to the study of development and to the evaluation of prevention and treatment programs. According to recent epidemiological data (2008-2009), the top 5 disabilities affecting children in the US are mental health problems, displacing asthma and respiratory issues for the first time (JAMA, 2012). Behaviour modification strategies towards disease outcomes as outlined in Section 1: Botswana human Resources' strategic plan Development overview (HRH Plan page 31) can only be achieved through studying lifespan of individuals in line with community and societal affiliations to mould behaviour and avoid most mental and other adult conditions that are progressive from Birth.

PURPOSE:

The purpose of this qualification is to provide graduates with specialised knowledge, advanced technical skills, and competencies to:


- Articulate basic concepts and contemporary theories in human development.
- Apply audience appropriate sensitivity to audiences in writing.
- Apply different theoretical perspectives in assessing, designing, and implementing behaviour change interventions to improve human development.
- Implement steps adopted in early intervention planning.

ENTRY REQUIREMENTS (including access and inclusion)


The minimum entry requirement is:

- Certificate IV, NCQF level 4 (General Education or TVET) or equivalent.
- Access through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) will be provided through ETP policies in line with National RPL and CAT Policies


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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
LO 1. Articulate specialised basic concepts and contemporary theories in human development.	<p>1.1. Execute specialised basic concepts, theoretical orientations and key empirical studies informing human growth and development.</p> <p>1.2. Analyse theoretical perspectives to understand growth and development across the lifespan of human development.</p>
LO 2. Apply audience appropriate sensitivity to audiences in writing.	<p>2.1. Distinguish ways to communicate appropriately with various audiences through documented information.</p> <p>2.2. Relate the importance of applying audience appropriate sensitivity to audiences in writing.</p>
LO 3. Demonstrate application of the different theoretical perspectives in assessing behaviour change interventions to improve human development.	<p>3.1. Appraise psychological basis of human learning as it applies to human learning and behaviour change interventions.</p> <p>3.2. Implement human conditioning and how it is applied to behaviour motivation.</p>
LO 4. Articulate organization of body parts from cells to tissues and systems, and how they support various functions in the body.	<p>4.1. Demonstrate an understand of the body structure and function; and relationship of the function of the human body and health (wellbeing and ill health)</p> <p>4.2. Recommend nutrition in the right proportion to aid in the functioning of the human body</p>
LO 5. Apply different theoretical perspectives in assessing, behaviour change interventions to improve human development.	<p>5.1. Establish the psychological basis of human learning as it applies to human learning and behaviour change interventions.</p> <p>5.2. Evaluate developmental stages and factors that affect human behaviour at the different stages.</p>


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	5.3. Implement different interventions aimed at improving human development.
LO 6. Evaluate community problems through research.	6.1. Assess theories of human development to practical situations. 6.2. Set goals and specific objectives to explore general human service issues
LO 7. Design a behaviour change intervention to improve human development.	7.1. Design a behaviour change intervention to improve human development. 7.2. Affect institutional social interdependence and its role in human development.
LO 8. Implement behaviour change interventions to improve human development	8.1. Intervene to prevent and manage rampant social problems that impair human development. 8.2. Determine the various applicable contexts and population for intervention planning.
LO 9. Prepare families of children with special needs with specialised knowledge and advanced technical skills to develop intervention strategies to overcome challenges that they experience	9.1. Examine challenges that are experienced by families of children with special needs. 9.2. Affect possible intervention strategies in supporting families of children with special needs.
LO 10. Demonstrate a comprehensive understanding of the relationship between physical fitness, physical wellbeing and psychosocial performance and the relationship between them.	10.1. Develop a comprehensive schedule of physical fitness, physical wellbeing, and psychosocial performance activities. 10.2. Discuss various complications associated with physical and mental imbalances.
LO 11. Apply technical key concepts, theories, and methods in developing interventions for challenges associated with the psychology and sociology of adulthood and aging	11.1. Debate life course developmental stages (young adulthood to old age). 11.2. Establish impact on individual differences and cultural influences on adults at the different aging stages.


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LO 12. Demonstrate considerable responsibility in application of the different theoretical perspectives in assessing behaviour change interventions to improve human development.	<p>12.1. Interpret behaviours portrayed in marriage and family in the social context as they apply to human development.</p> <p>12.2. Determine issues of family conflict, divorce, and remarriage to improve human development.</p>
LO 13. Interrogate interactions between helper and client/patient, family members, and other human services clients which reflect codes of ethics and/or standards of practice.'	<p>13.1. Develop a functional awareness of individual ethical principles.</p> <p>13.2. Develop problem-solving skills which reflect the application of ethics when dealing with families.</p>
LO 14. Analyse community functions in the shaping of national and wider social spaces on social, economic, legal, environmental, political, and other matters.	<p>14.1. Interpret interactions between families and communities and, how their role in individuals' socialization affects human development.</p> <p>14.2. Distinguish the interface between families & communities in the development of individuals and groups.</p>
LO 15. Articulate the communication barriers between children and parents that spoil interpersonal relationships.	<p>15.1. Build through communication good interpersonal relationships, which foster child and youth care/support.</p> <p>15.2. Designate the steps involved in parental training and child training.</p>
LO 16. Categorize the commonest abused substances/drugs and their pharmacological actions on the central nervous system.	<p>16.1. Determine intervention strategies of substance abuse.</p> <p>16.2. Express the modern legal approaches to substance abuse.</p>
LO 17. Relate appropriate designs and methods to the study of different types of human services research contexts	<p>17.1. Develop appropriate data collection tools for different studies on human development.</p> <p>17.2. Develop a research proposal.</p> <p>17.3. Conduct a research project.</p> <p>17.4. Produce a research report.</p> <p>17.5. Apply ethical principles in conducting research.</p>


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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [5]	Level [6]	Level [7]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Introduction to family studies		14		14
	Communication Skills (Writing)	12			12
	Human Physiology and Nutrition		14		14
	Sociological Foundation		14		14
	Introduction to Information Technology	12			12
	Psychology		14		14
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Marriage and Family Relationship			18	18
	Parenting and child Training			18	18
	Substance abuse in the Family System			18	18
	Non-Profit Organization and Leadership			18	18
	Early Intervention: Planning and Evaluating Services			20	20

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	Parenting			18	18
	Family Wellness and Fitness			20	20
	Research Methods and Statistics			18	18
	Families of Children with Special Needs			18	18
	Introduction to Rehabilitation			18	18
	Families & Communities			18	18
	Marital Conflict in Human Development			18	18
	Resilience across the Life Course			18	18
	Adulthood, Middle Age & Aging			18	18
	Scholarly Paper Writing Seminar			18	18
	Group Dynamics			18	18
	Research Methodology			45	45
	Industrial Attachment			45	45
	Ethics in Human Development Profession			18	18
	Family Law			18	18

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ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Infant and Child Development			18	18
	Critical Cultural Competence			18	18
	Abnormal Psychology			18	18

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
Level 5	24
Level 6	56
Level 7	454 (Minimum Total: 436)
TOTAL CREDITS	516
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<p>Level 5 has a total of 24 credits.</p> <p>Level 6 has a total of 56 credits.</p> <p>Level 7 modules have a total of 454 credits(Minimum Total Credits: 436)</p> <p>This qualification has 3 electives, and the student is to pick one (1) from the three.</p>	

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ASSESSMENT ARRANGEMENTS

Formative and summative assessments will be used.

Formative assessment (Weighs more than Summative Assessment).

Will include continuous assignments that will collectively contribute to the final grade. Integrated assessment procedures to ensure that the purpose of the qualification is achieved.

There shall be examinations that shall contribute to the final grade. Assessment will be in accordance with respective ETP's regulations and procedures.

MODERATION ARRANGEMENTS

Internal Moderation:

Pre-moderation is done by relevant internal structures. Quality assurance of the assessment instruments is conducted prior to administration.

External Moderation:

There will also be external moderation. Moderators must be BQA registered and accredited.

RECOGNITION OF PRIOR LEARNING

There shall be an award of the qualification using Institutional RPL Policy in line with the National RPL Policy.

CREDIT ACCUMULATION AND TRANSFER


There shall be access and award of credits of the qualification using Institutional Credit Accumulation and Transfer (CAT) Policy in line with the National CAT Policy.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

This qualification provides learners with both horizontal and vertical articulation possibilities.

Horizontal articulation is to:

- Bachelor of Arts in Early Childhood Education

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- Bachelor of Science in Public Health
- Bachelor of Arts in Social work

Vertically articulation is to:

- Master of Education in Early Childhood Education
- Master of Social Work
- Master of Science on Public Health

Employment pathways:

Upon completion of the course the graduates will have opportunities in being employed as:

- Social worker
- Social and human service consultant
- Youth and family service technician
- Social and community service manager
- Marriage and family therapist
- Mental health counsellors
- Rehabilitation counsellors
- School and career counsellors


QUALIFICATION AWARD AND CERTIFICATION

QUALIFICATION AWARD:

Upon successful completion of 516 credits the graduate will be awarded the Qualification.

CERTIFICATION:

The candidate will be awarded a qualification of **Bachelor of Arts in Human Development and Family Studies**

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REGIONAL AND INTERNATIONAL COMPARABILITY

To establish the regional and international comparability, four qualifications from different countries were identified and benchmarked against. The comparability was looking at the entry requirement, modules and/or exit level outcomes, credit allocation and the NQF of the qualification at the country of origin.

Credit allocation of this qualification differs to the ones benchmarked against mainly because of the national qualification framework in the country. The title of the qualifications also differs, the designators and qualifiers. The entry requirements of the benchmarked qualifications are equivalent to NCQF Level 5 when mapped to NCQF whereas the minimum entry of this qualification is NCQF Level 4. However, the level of the qualifications is the same, Bachelor's Degree. Modules and exit level outcomes compare similarly to this qualification.

The following were used for comparison:

- Bachelor of Science in Human Development and Family Studies (University of Wisconsin, and Colorado State University)
- Bachelor of Science in Human Development and Family Studies (University of Cape Town)
- Bachelor of Social Science in Development Studies and Social Transformation (Lupane State University).

REVIEW PERIOD

Every five (5) years.

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