

**BQA NCQF Qualification Template**

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION SECTION A							
<b>QUALIFICATION DEVELOPER</b>		Bosa Bosele Training Institute					
<b>TITLE</b>		Bachelor of Arts in Community Development				<b>NCQF LEVEL</b>	7
<b>FIELD</b>	Health and Social Sciences	<b>SUB-FIELD</b>		Community Development			
New qualification		✓	Review of existing qualification				
<b>SUB-FRAMEWORK</b>		General Education			TVET		Higher Education ✓
<b>QUALIFICATION TYPE</b>		Certificate			Diploma		Bachelor ✓
		Bachelor Honours			Master		Doctor
<b>CREDIT VALUE</b>						524	
RATIONALE AND PURPOSE OF THE QUALIFICATION							
<p><b>Rationale</b></p> <p>The qualification, Bachelor of Community Development is designed to equip learners with skills, knowledge and capabilities of effectively and efficiently responding to the social and economic needs of communities. Moreover, the Strategic Framework for Community Development in Botswana clearly states that there is dire need for people with Community Development training.</p> <p>The government of Botswana like other African countries, is currently focusing on the revitalization of Health Care and Community development, which is seen as key drivers for universal health care coverage &amp; ultimately health for all (Vision 2036 report, Integrated Community based health services draft report &amp; National health policy, 2012). Moreover, the Human Resource Development Council (HRDC) has identified this cadre as critical in the country, (HRDC report, 2016). The Bachelor of Community Development qualification seeks to produce competent, aspiring hands-on graduates who will fit seamlessly in the industry. These learners will graduate with development skills and creativity in responding to poverty in the community in fulfilment of a deliberate policy effort to assist in attainment of food, other basics, economic security and sustainable livelihoods amongst disadvantaged families. The graduates could serve as</p>							

managers, researchers, ambassadors of development and community development policy formulators, evaluators and project implementers in the industry. This bachelor's degree qualification is designed to reduce the skills gap between academics and industry with this cadre of skillful community development ambassadors.

The qualification is therefore, to complement government efforts and those of various stakeholders through training of quality Community development and Education professionals with the appropriate skills mix that will address endemic & emerging community problems in Botswana, including competency in Qualification development & delivery with managerial and research skills. The qualification is designed to provide a broad, robust curriculum that is important for recognition and addressing of community issues at national level through education, research and community involvement. The qualification is also pioneered to work on preventive measures to avert disaster. The qualification will provide learners with opportunities to develop intellectually and empower them to function effectively as agents of change in their chosen careers. The qualification are also ideal for students interested in personal advancement with regards to professional efficiency and productivity. It opens many career opportunities, as private and public sector specialists. The qualification comprises of modules designed to produce a well-rounded service technician with relevant work and operational skills, accompanied by self-confidence and good attitudes. The Vision (2036:9) states that despite Botswana being an upper middle income country, poverty and other social ills are still significant especially amongst the vulnerable populations. Despite remarkable economic achievement and extensive investment in social protection as well as safety net measures to mitigate poverty, the poverty level described as "high and deep", remaining persistently noticeable for a country of upper middle income status (Malinga and Ntshwarang, 2011, Formson, 2015; World Bank, 2017). The poverty is more severe in rural than urban areas since some rural households live on less than US \$1 per day , level of poverty and inequality remain too high. 19.3% live below Poverty Datum Line and 16% below Food Poverty Line. Around 20 percent of Botswana children under the age of 14 live in extreme poverty, higher than any other age group (Morapedi, 2015, Bank of Botswana 2017). The central thrust of poverty eradication strategy is to provide opportunities for the poor to have a sustainable livelihood; Improving targeting and efficiency of social protection system; Interrupting the intergenerational transmission of poverty through the eradication of child poverty; Improving access of the poor to basic services, particularly shelter, sanitation, electricity. In support of this notion, National Development Plan 11 and Vision (2036) highlight that Botswana's central thrust is to transform to a high –income country by 2036 where the poor will be provided opportunities to have sustainable livelihoods. Community Development whose main

phenomena includes promoting social change, social justice, human dignity, end discrimination, social injustice, oppression and poverty in the society, promote empowerment, social cohesion and liberation of marginalized communities( Education and Training Sector Strategic Plan, 2015-2020).

With the growing changes within the development work communities are finding new ways of deciding things and doing things for themselves being on the driving seat as agents of their own development. Community-led development focuses on step by step process of empowering communities to take charge of their own development. Evidence shows that community building, capacity building, ownership building, creating impact and ensuring self-reliance to bring sustainable development can best be addressed through community-led development. The community-led development allows people to participate in and feel ownership for their own development, gives an opportunity to the communities to prioritize urgent needs specific to their own community and builds trusting relationships, positively impacting perceptions regarding the capability of actors and the impact of their efforts (Mercy Corps, 2010).

It is against this background that this qualification seeks to address the status quo and introduce the Bachelor of Arts Degree in Community Development. Community Development will help to empower and advocate for the well-being of marginalized and vulnerable communities.

### **Purpose of the Qualification**

The qualification will enable the student to apply technical knowledge, skills and practical competencies in community development and rural development. Graduates will showcase knowledge, skills and competencies in project management, and equips them to with technical know how to deal with issues relating to the community.

The purpose of this qualification is to empower Learners with

- Skills to challenge structural sources of poverty, inequality, oppression, discrimination and exclusion.
- Skills, Knowledge and Competencies to Develop and implement community projects that promote social well-being
- The ability to promote, restore, maintain and enhance the functioning of individuals, families, groups and communities by enabling them to accomplish tasks, prevent and alleviate distress and use resources effectively.

This qualification is to produce people who will be able to formulate and implement community development

policies for local government.

### **ENTRY REQUIREMENTS (including access and inclusion)**

#### **1. Normal Entry**

To be admitted to do the Bachelor of Community Development, the applicant should have NCQF Certificate IV Level 4 the Botswana General Certificate of Secondary Education (BGCSE) or equivalent

#### **2. Credit accumulation and Transfer (CAT)**

According to the CAT Policy, applicants with NCQF Certificate Level V (A level) with at least 20 credits will be exempted and be admitted. Applicants with a Diploma in Social Work/ related programs will also be exempted and allowed entry.

#### **3. Mature Age Entry**

Mature Age Entry candidates must be aged 35 years or above with a minimum of 3-5 years with relevant experience in Community Development service. Applicants who meet minimum entry requirements wishing to transfer will benefit from credit transfer and accumulation.

#### **4. Recognition Of Prior Learning (mandatory)**

RPL and CAT will be applicable and considered for applicants who do not meet the minimum entry requirements.

Prior learning evidence will be assessed in accordance to the institutional RPL policy and where applicable be allowed entry.

<b>QUALIFICATION</b>		<b>SECTION B</b>
<b>GRADUATE PROFILE (LEARNING OUTCOMES).</b>		<b>ASSESSMENT CRITERIA</b>
<p><b>At the end of the qualification learners should be able to:</b></p> <p>1.1 Demonstrate specialized knowledge and skills which depart from the micro type of social work to macro/community development when</p>		<p>1.1.1 Apply different ethics and principles underpinning Community Development Practice in the work place.</p>

<p>developing policies</p>	<p>1.1.2 Show in-depth knowledge of Project Management Cycle.</p> <p>1.1.3 Develop and design, Strategic planning, Monitoring and Evaluation plans for intuitions</p> <p>1.1.4 Apply Community Based Participatory Research and apply the principles of CBPR to improve livelihoods in diverse communities.</p> <p>1.1.5 Apply extensive knowledge of models, principles and tools of community development.</p> <p>1.1.6 Engage and cooperate effectively with community members, Government, civic organizations and all other stakeholders interested in promoting living standards of the poor.</p> <p>1.1.7 Practice counselling techniques and skills.</p> <p>1.1.8 Show the ability to incorporate Gender equitable methodologies into community development initiatives.</p>
<p>1.2 Demonstrate understanding in policy formulation on matters that affect marginalizing</p>	<p>1.2.1 Implement national policies on social protection.</p> <p>1.2.2 Effectively participate in the development of community development policies.</p> <p>1.2.3 Engage with policy makers and other stakeholders to appreciate inclusiveness of the marginalized.</p> <p>1.2.4 Evaluate social policy making process and its dynamics in Botswana</p>

	1.2.5 Understand the population trends and their impact.
1.3 Demonstrate specialized knowledge in community work ethics and principles to guide professional judgments when engaging with communities.	<p>1.3.1 Practice ethical issues in community development.</p> <p>1.3.2 Build and maintain effective professional relationship with the community.</p> <p>1.3.3 show an understanding of gender sensitivity and human rights.</p>
1.4 Apply advanced technical knowledge through participation in research or inquiry into areas of practice and professional practice.	<p>1.4.1 Conduct action research on how to better improve the utilization of Community Development workers in Botswana.</p> <p>1.4.2 Develop a project proposal/grant writing to fund raise for social programs.</p> <p>1.4.3 Monitor and evaluate projects</p> <p>1.4.4 Engage in research on policies and legislations that promote the social and economic well-being of communities</p> <p>1.4.5 Engage on research on how to improve social services being administered by government</p>

<p>1.5 Apply technical knowledge on facilitation of community development programmes.</p>	<p>1.5.1 Undertake in needs assessment of the community through a participatory methodology in-order to discern needs of the community</p> <p>1.5.2 Engage with the community to identify income generating projects and needs relevant to the community.</p> <p>1.5.3 Engage in designing community based projects proposals in search for resources from potential sponsors.</p>
<p>1.6 Demonstrate specialized knowledge of computer literacy, cultural competence and good interpersonal communication skills</p>	<p>1.6.1 Show understanding of computer operation basics, in monitoring and evaluation of community projects.</p> <p>1.6.2 Exhibit cultural competency and good interpersonal communication skills in implementation of community projects</p>

<b>QUALIFICATION STRUCTURE</b> <b>SECTION C</b>			
<b>FUNDAMENTAL COMPONENT</b> Subjects / Units / Modules /Courses	<b>Title</b>	<b>Level</b>	<b>Credits</b>
	Introduction to Community Development	5	12
	Communication Study skills I	5	12
	Computer fundamentals I	5	12
	Interpersonal and Intercultural Communication Skills	6	12

	Communication and study skills II	6	12
	Computer Fundamentals II	6	12
<b>CORE COMPONENT</b> Subjects / Units / Modules /Courses	Fundamentals of Project Management	5	12
	Introduction to statistics for Social Sciences	5	12
	Introduction to Psychology	5	12
	Community Practice	7	12
	Participatory Research Methods	7	16
	Lifelong Education	7	12
	Introduction to Demography	5	12
	Human services	7	12
	Human services	7	12
	Government, public administration and politics	7	12
	Introduction to Sociology of Development	5	12
	Social research methods	8	16
	HIV and AIDS and Gender Mainstreaming	7	12
	Block placement I	6	24
	Community Development in Botswana	7	12
	Field Attachment	7	24
	Introduction to counselling	6	12
	Human Rights and Social Advocacy	7	12
	Professional practice and professionalism issues	7	12
	Economic Development in Community	7	12
	Community Based Health	7	12
	Law For Community Workers	7	12
	Block placement II	7	24
	Mediation and Conflict Management	7	12
	Basics of Accounting	7	12
	Block placement III	7	24



	Governance, Management and Leadership	7	12
	Public Policy Analysis	7	12
	Disaster Management	7	12
	Research project	8	24
<b>ELECTIVE COMPONENT</b> Subjects / Units / Modules /Courses <b>Total</b>	Early Childhood, Curriculum Design And Evaluation	7	12
	Child Health, Safety And Nutrition	7	12
	Introduction To childhood Development	7	12
			524

**Rules of combinations, Credit distribution (where applicable):**

Credits for fundamentals are 72 while cores constitute 428 credits while Student are to choose 2 electives from the electives component to make 24 credits.

**Credit Distribution**

NCQF Level	NO Of credits
5	96
6	72
7	316
8	40
<b>Total</b>	<b>524</b>

**ASSESSMENT AND MODERATION ARRANGEMENTS**

*Formative assessment*

The Bachelor of arts Degree in Community Development Qualification is well detailed and highly crafted for each semester. Students are expected to study a minimum of four modules each semester. A variety of assessment plans are used. The assessment comprises of tests, presentations, assignments and practicum learning approaches such as Role Plays, Group Discussions are used to assess the learner's appreciation of their learning experiences. This Qualification incorporates assessment plans and instruments that reflect the changing nature of modern learning experiences to give the learners relevant and appropriate knowledge,

skills and competence. The assessment methods reflect an appropriate balance between broadening and deepening the student's academic knowledge and developing practical employability skills. The formative assessment will contribute 50% of the final mark.

Continuous Assessment (Assignments and Test):

Outcomes of modules in the qualification are assessed through Continuous Assessments. Learners will be given two assignments (one written and one researched topic for oral presentation) and Test/Project/role play/Group work depending on nature of the module.

### *Summative Assessment*

Summative Assessment is an integral part of the overall learning process and the student-centered approach to teaching and learning that aims to promote resourcefulness, creativity, analytical thinking, decision making and personal reflection. The end summarizes it all, therefore summative assessment for each module will be conducted at the end of each semester where learners will write final examinations to verify if they are competent or not yet. ETP will make sure that candidates

Summative (Final Exams):

Final examination contributing 50% to the Final Mark will assess all outcomes of modules.

Practical Attachment:

Learners will be placed for twelve weeks in a Community Development, Social work or Human service agency after the completion of the first two semesters. Students in fieldwork will be expected to work under the close supervision of a social worker or some other person who may have social work related experience and qualification. The students in fieldwork will also be exposed to the programs and processes of social and human service organizations. Students on fieldwork will be expected to develop competencies in operating within a practical work environment. Through the guidance of the field and academic supervisors students will be helped to integrate the theory they learnt in class with the practical work environment.

## **MODERATION**

### **Documentation**

All necessary documents such as assessment tools, alignment matrices and qualifications documents should be in place for effective moderation.

#### **Pre-assessment Moderation**

All assessment tools undergo moderation in respect of learning outcomes, assessment criteria, and method of assessment, grading and feedback to learners. The following are some of the procedures to ensure adherence to Bloom's taxonomy

- Ensuring that the assessment strategy and instruments to be used is in line with learning outcomes
- Establishing whether assessment questions enable collection of sufficient evidence characteristic of relevant exit level descriptors
- Checking appropriateness of assessment instrument and wording.
- Checking consistency of assessment criteria against learning outcomes

#### **Post Assessment Moderation**

Moderators should check if same assessment criterion has been applied to all scripts. They should also authenticate consistency and validity of assessment decisions. Moderators should also ensure correct calculation of marks and appropriate completion of records and reports.

#### **Sampling Procedure for Moderation**

The total number of scripts to be sampled depends on the total number of learners. If they are 25 or less the moderator should go through all the papers. For more than 25 learners, the sample shall be 25 candidates plus 12% of the remaining total number of scripts. The sample should be a representative of the population of learners in relation to performance

#### **Moderation Reports**

The moderator compiles a balanced report with recommendations to enhance quality of assessments and overall programme delivery. A moderation report captures the sampling size, sampling procedures, observations about performance of learners, assessment instruments and alignment to learning outcomes as well as recommendations for improvements.

**Internal moderation** will be done by subject matter experts who are registered assessors and moderators,

likewise **external moderation** will be done by subject matter experts from outside the institution and are also registered assessors and moderators

**Assessors and moderators should be accredited and registered by Botswana Qualifications Authority BQA. Assessors and Moderators will be selected from a pool of its accredited assessors and moderators**

#### **RECOGNITION OF PRIOR LEARNING (if applicable)**

Prior Learning (RPL) is considered for admission for both entry and award. Deserving applicants shall be recognized through exemptions. The Admissions Committee guided by the RPL policy and procedures/guidelines shall treat each case and make appropriate recommendations to Management. The qualification will be achieved as a whole through recognition of prior learning. The learner in this case must be assessed to determine their competency against set outcomes. This should be applicable only if the learner has relevant educational background knowledge and experience in the subject area. **The candidate should demonstrate proficiency in this area for award of this qualification.**

#### **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

##### **Vertical Articulation**

Students who have completed their Bachelor in Community Development can progress into:

- Masters in Adult Education
- Masters of Developmental Studies
- Master of Developmental Studies
- Master of Disaster Management
- Master of Economics and Rural Development
- Master of Social Work in Social Policy
- Any Master of Social Sciences in relation to sustainable development.

Students who have completed their Bachelor in Community Development could also progress into qualifications such as

##### **Horizontal Articulation**

- Bachelor in Social Work
- Bachelor in Developmental studies

### **Employment Pathways**

- Assistant Social services officers.
- Research officers/ Research Assistants.
- Programme Officer.
- Community health workers
- Counsellors

## **QUALIFICATION AWARD AND CERTIFICATION**

### **Minimum standards of achievement for the award of the qualification**

The candidate must have met the following requirements:

- All exit level outcomes
- Minimum credit requirements (524 Credits)
- All programme requirements including modules and practical.

### **Certification**

Upon completion of the qualification the candidate will be awarded a **Bachelor Of Arts in Community Development**.

## **REGIONAL AND INTERNATIONAL COMPARABILITY**

For regional and international comparability, **benchmarking information** was sourced from the internet and various platforms offering community development qualifications regionally and internationally. This qualification is offered in many parts of the world and at reputable institutions for example, Egerton University in Nairobi, Kenya; University of Glasgow, Scotland were some of the few that offer Bachelor of Community development.



**BQA NCQF Qualification Template**

**DNCQF.FDMD.GD04**

**Issue No.: 01**

--

**BQA NCQF Qualification Template**

DNCQF.FDMD.GD04

Issue No.: 01

<b>Comparability matrix</b>				
<b>Name of the Institution</b>	<b>Qualification Title &amp; NQF Level</b>	<b>Entry</b>	<b>Learning Out comes and Modules</b>	<b>Assessment and Moderation arrangement</b>
<b>Regional comparability</b>				
University of South Africa  Pretoria (south Africa)	Bachelor of Arts in Community Development (360 credits) NQF Level 7	A National Senior Certificate (NSC) (Degree endorsement) with at least 50% in the language of teaching and learning, or  A Senior Certificate (SC) with matriculation exemption or qualify for the exemption from the Matriculation Board with at least a D symbol on HG or a C symbol on SG in the language of teaching and learning.  Applicants, who do not comply	Anthropology in a Diverse World  Fundamentals of Communication  Communication Contexts and Applications  Introduction to Development Studies  Development Problems and Institutions  English for Academic Purposes  Ethical Information and Communication  Technologies for Development Solutions   Business Management  Psychology	The degree must have 30 modules: 9 on NQF level 5; 11 on NQF level 6 and 10 on NQF level 7. Development Studies (DVA) must be indicated as the MAJOR. Students registered in this field prior to 2013, will be on either of the old specialisations in the BA Human and Social Studies (with specialisation in Community Development) 02291-C11 and 02291-COD. Students who passed DVA1601 will retain credits for DVA1502.

**BQA NCQF Qualification Template**

**DNCQF.FDMD.GD04**

**Issue No.: 01**

		with the above requirements, should consider applying for a lower level qualification for which they meet the statutory and additional requirements		
<b>International Comparability</b>				
Egerton University Nairobi Kenya	Degree in Community Development (170.5 Credits)	Candidates must satisfy entry requirements for Egerton University. In addition candidates must have passed KCSE at minimum grades indicated below:  Biology C+ or Biological sciences B-  Chemistry C+ or Physical sciences B-  Or B- in any of the Humanity	Development studies Community studies Family studies Human development Entrepreneurship development Seminars and Field attachment.  Third digit indicates the level of the course within a sub discipline.	All examinations for this programme shall be conducted in accordance with examination regulations as stipulated in the Egerton University Statute XXVIII  The grading of examinations for this programme shall be conducted in accordance with in Egerton University Statute XXVIII



**BQA NCQF Qualification Template**

**DNCQF.FDMD.GD04**

**Issue No.: 01**

		<p>subjects.</p> <p>Applicants with a minimum of credit (or pass with at least two years of experience) at diploma level in Agriculture and Home Economics, Agricultural Education and Extension, Co-operative management, Community development and any other related field from institutions recognised by Egerton University senate may be considered for admission.</p>		
University of Glasgow:	Degree in Community	A candidate who has completed	Expected outcome is for learners to Advocate on	A candidate who achieves less than D3 for

Scotland United Kingdom	-	Development (240 Credits)	courses totalling at least 240 credits with grade D3 or above for each course will be eligible for a Diploma in Higher Education (Community Development). A candidate who has achieved either the Certificate or Diploma in Community Development may apply to re-enter the programme at a later stage to complete the BA.	behalf of communities arguing for change that focuses on identified community needs	any taught course in years 3 or 4 of the curriculum will be eligible for a second opportunity at assessment on any such course or courses. In accordance with §16.7 of the Code of Assessment, for any such course or courses contributing to the Honours curriculum the original course grade will contribute towards calculation of the Honours classification  A minimum of 80% attendance in each course is required, unless the exam board is provided with an account of extenuating circumstances. Credit for a course may be refused if attendance is not satisfactory.

**Links:** [https://www.unisa.ac.za/sites/corporate/default/Register-to-study-through-Unisa/Undergraduate-&-honours-qualifications/Find-your-qualification-&-choose-your-modules/All-qualifications/Bachelor-of-Arts-in-Community-Development-\(98618\)](https://www.unisa.ac.za/sites/corporate/default/Register-to-study-through-Unisa/Undergraduate-&-honours-qualifications/Find-your-qualification-&-choose-your-modules/All-qualifications/Bachelor-of-Arts-in-Community-Development-(98618))  
<https://studyinkenya.co.ke/course-details/egerton-university/bachelor-of-science-community-development/njoro-campus>

<https://digital.ucas.com/coursedisplay/courses/2148f0e8-3ec1-ad0a-65d0-c363397176eb?academicYearId=2020>

## **Similarities & Differences**

### **1. Egerton University Nairobi Kenya (Degree in Community Development)**

#### **Similarities**

Expected outcomes are

- Demonstrating extensive knowledge and skills which depart from the micro type of social work to macro/community development.
- Contributing in policy formulation on matters that affect the marginalized.
- Adhering to community work ethics and principles to guide professional judgments when engaging with communities.
- Participation in research or inquiry into areas of practice and professional practice.

#### **Differences**

This qualification offers 40 modules whereas Egerton offers 23.

### **2. University of Glasgow: Scotland - United Kingdom (Degree in Community Development)**

#### **Similarities**

Work related experience to enroll for degree in community development.

#### **REVIEW PERIOD**

The Qualification shall be done every five (5) years and inevitably.