

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION										
SECTION A										
QUALIFICATION DEVELOPER		Botswana Open University								
TITLE		Certificate V in Community Based Work with Children and Youth (CBWCY)				NCQF LEVEL		5		
FIELD		Humanities and Social Sciences		SUB-FIELD		Psychosocial and community support				
New qualification			✓		Review of existing qualification					
SUB-FRAMEWORK		General Education		TVET		✓		Higher Education		
QUALIFICATION TYPE		Certificate		✓		Diploma		Bachelor		
		Bachelor Honours		Master		Doctor				
CREDIT VALUE								120		
RATIONALE AND PURPOSE OF THE QUALIFICATION										
<i>Rationale:</i>										

In 2004 REPSSI (Regional Psychosocial Support Initiative) realised that most programmes working with vulnerable (at risk) children and families rely on volunteers and community based project officers. Therefore, there was a need to train these volunteers and people working with these orphans and vulnerable children (OVC).

In Botswana SADC-Centre for Distance Education (CDE), finding the qualification relevant to the upgrading of professional skills for caregivers and people working with children and youth, set down with Botswana Open University (BOU) (the then Botswana College of Open and Distance Learning (BOCODOL) and agreed to start this qualification in Botswana, with BOCODOL as the delivering institution. Stakeholders such as the Ministry of Education and Skills Development (MOESD), the Department of Social Services in the Ministry of Local Government and Rural Development (MLG&RD) were sensitized by REPSSI about the qualification. Marang Childcare Network was also involved and was part of the task team that was formed in 2011 to help sell the programmes to NGOs in the country. The qualification got accredited by Botswana Training Authority (BOTA) in 2012 and had its first cohort in the same year.

Misfortunes of the vulnerable are also echoed in the Orphan and Vulnerable Children (OVC)- Situational analysis of 2019 by the Ministry of Local Government and Rural Development (MLG&RD,). It states that from their analysis of 2019, it has been found that several vulnerabilities facing children apart from those detected by REPSSI include among others the following: child neglect, drug and alcohol abuse, child trafficking, child abuse, domestic violence, poverty and natural disasters. (cf. National OVC Situation Analysis 2019:7, Children's Act of 2009 and MLGRD-DSP National plan of Action for Orphans and Vulnerable Children of 2010-2016).

Purpose:

In general, the graduates of this qualification must be able to self-introspect, be able to analyze and critic child welfare and youth care issues they deal with and referred to them, gain leadership and organizing skills to help them implement, supervise, retain clients as well as refer for further assistance and services.

By so doing they will be able to:

1. Apply key concepts of psychosocial wellbeing.
2. Demonstrate understanding of human rights based approaches and child protection.
3. Demonstrate an understanding of developmental needs of children and youth which covers physical, social, cognitive, spiritual, emotional, cultural, learning and sexual development.
4. Demonstrate practical case management skills in working with children at risk.
5. Apply principles and approaches that build on local people's skills and knowledge at community level.
6. Execute serving learning project planning and implementation.

ENTRY REQUIREMENTS (including access and inclusion)

Minimum Qualifications

Applicants for this qualification must possess a minimum – Botswana General Certificate of Education (BGCSE) (NQCF level 4).

There is possible entry to the qualification through RPL and CAT modes in accordance with institutional policies and guidelines.

QUALIFICATION SPECIFICATION

SECTION B

GRADUATE PROFILE (LEARNING OUTCOMES)

ASSESSMENT CRITERIA

1. Apply key concepts of psychosocial wellbeing and support and how they relate to your personal and professional work.

1.1. Demonstrate understanding of psychosocial wellbeing as explained in different dependency theories.

1.2. Apply appropriate skills in demonstrating personal and professional traits (identity and self-care)

1.3. Demonstrate skills in dealing with people experiencing different life situations (disability, gender and sexuality, violence, poverty, HIV and AIDS)

<p>2. Demonstrate Understanding of human rights based approaches and child protection.</p>	<p>2.1. Display understanding of children's rights as described in the convention on the rights of the child and the African Charter on the rights and welfare of children.</p> <p>2.2. Demonstrate understanding of child protection procedures and advocacy for children's rights</p> <p>2.3. Show understanding of human rights as described in different human rights instruments.</p>
<p>3. Demonstrate an understanding of developmental needs of children and youth which covers physical, social, cognitive, spiritual, emotional, cultural, learning and sexual development.</p>	<p>3.1. Relate childhood experiences to personal life and choices made in life, especially in relation to your work with children living in difficult circumstances.</p> <p>3.2. Apply theories of child and youth development.</p> <p>3.3. Demonstrate understanding of key developmental issues affecting each stage of child development.</p> <p>3.4. Show understanding of risk and reliance factors in child and youth development.</p>
<p>4. Demonstrate practical case management skills in working with children at risk.</p>	<p>4.1. Display understanding of the helping relationship.</p> <p>4.2. Apply key concepts of basic counselling skills</p>

	<p>4.3. Demonstrate characteristics of a counsellor in dealing with children at risk</p> <p>4.4. Demonstrate understanding of case management processes or components</p> <p>4.5. Apply knowledge and skills in offering specialized support.</p>
<p>5. Apply principles and approaches that build on local people's skills and knowledge at community level.</p>	<p>5.1. Show understanding of contextual community development</p> <p>5.2. Apply principles and approaches of community development to case studies and other activities in the community.</p> <p>5.3. Display understanding of child and youth participation and its theories in community development.</p> <p>5.4. Apply key components of community mobilization and advocacy in community development.</p> <p>5.5. Use appropriate methods in data collection and records keeping in carrying out a community project.</p> <p>5.6. Monitor and evaluate a community development project</p>

<p>6. Execute serving learning project planning and implementation.</p>	<p>6.1. Demonstrate an understanding of service learning stages and why it is a useful learning process.</p> <p>6.2. Apply research skills during execution of service learning.</p> <p>6.3. Demonstrate the ability to reflect, build relationships, involve and sustain a community project.</p> <p>6.4. Use Information, Communication and Technology (ICT) in report writing and presentation of the results.</p>

QUALIFICATION STRUCTURE			
			SECTION C
FUNDAMENTAL COMPONENT	Title:	Level:	Credits:
Subjects / Units / Modules /Courses	Personal and Professional Development	4	18
CORE COMPONENT	Title:	Level:	Credits:
	Introduction to Human Rights-Based Approaches & Child Protection	5	18

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Subjects / Units / Modules /Courses	Child and Youth Development	5	18
	Care and Support of Children at Risk	5	18
	Community Development	5	18
	Service Learning Project	5	30
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Not Applicable		
Rules of combinations, Credit distribution (where applicable):			
Level 4 consists of 18 credits and level 5 is 102 credits			

ASSESSMENT & MODERATION ARRANGEMENTS

Assessment

The curriculum places a strong emphasis on integrative assessment approaches. The assessment for this qualification uses both formative and summative assessment methods.

Formative Assessment Distribution accounts for 60% of the overall qualification mark.

Summative assessment accounts for 40% of the overall final qualification mark.

Assessment will be done by BQA accredited assessors

Internal Moderation

All assessment instruments including marking keys will be internally moderated according to the relevant institutional policies and guidelines.

External Moderation

All assessment instruments including marking keys will be externally moderated according to the relevant institutional policies and guidelines. The sampling of candidates' work for Moderation will follow institutional policies and guidelines

Moderation of assessments will be done by BQA accredited moderators.

RECOGNITION OF PRIOR LEARNING (if applicable)
<p>Provision for awarding the qualification through RPL and CAT modes in accordance with institutional policies and guidelines will be put in place.</p>
PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)
<p>Learning</p> <p>Graduates of this programme, may articulate to other Certificate or Diplomas in varying fields, of humanities and Social Sciences either horizontally or vertically.</p> <p>Vertically graduates of this qualification will articulate to Diploma Programmes in social science field, or even education field; such as:</p> <ol style="list-style-type: none"> 1. Diploma in Child and Youth Care, 2. Diploma in Early Childhood Education, 3. Diploma in Social Work or 4. Diploma in Guidance and Counseling. <p>Horizontally they can take other certificates qualifications such as;</p> <ol style="list-style-type: none"> 1. Certificate in early childhood 2. Certificate in social work or 3. Certificate in guidance and counseling.

Career pathways

The graduates of this qualification are likely to pursue careers in:

1. Community development cadres
2. Youth camp coordination and management
3. Youth organisation coordination and management
4. Youth Policy development and implementation
5. Research in youth development and vulnerable children
6. Advisers in Child and Youth work

QUALIFICATION AWARD AND CERTIFICATION

Candidates, who at the end of the qualification have attained all 120 credits will be awarded Certificate V in Community Based Work with Children and Youth. A printed certificate will be issued.

REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification compares favourably with the one offered in ten other countries of Southern and Eastern Africa. The programme has similar modules/courses (six courses) with the exception of the one from Swaziland. In this country University of Swaziland has added other courses to enrich the qualification.

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SADC Countries	Qualification	Entry Requirement	Duration	Learning Outcomes	Summary
Eswatini	Certificate in Psychosocial Support		18 months		First 6 modules same as those offered at BOU-CCBWCY
South Africa	Working with Children and Families	MATRIC	12 months	Have three levels or types of outcomes – See the attached	SAQA FET Certificate 60209 – Six core modules Out comes see attached document.
NAMCOL	CCBWCY	Primary School leaving certificate	12 months	Same as ours	Accredited with NQA 6 Core Modules
East Africa Countries					

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Uganda	CCBWCY	Primary School leaving certificate	18 months	Same as ours	Accredited 6 Core Modules
Zambia	CCBWCY		18 months	Same as ours	Accredited with TEVETA – 6 Core Modules

SIMILARITIES AND DIFFERENCES BETWEEN TWO (2) QUALIFICATIONS (SADC & EAST AFRICA) AND OURS- BOTSWANA OPEN UNIVERSITY

Region	Qualification	Entry Requirement	Duration	Similarities	Differences
South Africa	Working with Children and Families	MATRIC	12 months	Certificate 60209 – Six core modules Out comes see attached document.	Has three levels or types of outcomes and more additional courses. (See the attached)

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Uganda	CCBWCY	Primary School leaving certificate	18 months	Same as ours 6 Core Modules	Differs only on the duration theirs is 12 months ours is 6 months.
REVIEW PERIOD					
<p>This qualification shall be reviewed every five (5) years in conjunction with REPSSI institution of excellent called APSSI (Africa Psychosocial Support Initiative) and Botswana Open University (BOU) Memorandum of Understanding.</p>					