

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION								SECTION A	
QUALIFICATION DEVELOPER		Institute of Development Management							
TITLE		Bachelor of Community Development				NCQF LEVEL		7	
FIELD		Health & Social Services		SUB-FIELD		Community Development			
New qualification		✓		Review of existing qualification					
SUB-FRAMEWORK		General Education		TVET		Higher Education		✓	
QUALIFICATION TYPE		Certificate		Diploma		Bachelor		✓	
		Bachelor Honours		Master		Doctor			
CREDIT VALUE						518			
RATIONALE AND PURPOSE OF THE QUALIFICATION									
<p>Community Development is a process that enables community members, including the marginalized, to address and realize their social and economic aspirations through improved and more equitable access to resources, therefore making it a key cornerstone for alleviating poverty and achievement of the transformational agenda of Vision 2036. The alleviation and reduction of poverty has and continues to be a key feature of Botswana's national development and thereby a major concern for community development. If the country is to transmute from high-middle to high income country, it will need to build up its poor people and that is only possible through community development. The Community Development approach when implemented it will effectively support the government goals of self-sufficient and self-reliant nation as it is built within the premise of helping the people who are lacking in knowledge, skills and resources and enable to improve their living conditions towards better quality of life. The Community Development approach requires personnel who are equipped with appropriate knowledge, skills, and approach as a basic tool to work on Community Development activities (MLG, 2010: 31).</p> <p>The strategic Framework on Community Development conducted a skills audit on all Community Development Officers in 2009 which identified that the majority of the Community Development and RADP Officers did not have a qualification in community development work. It also reported that potentially many had a qualification in Adult Education that included some community development subjects. Thus, in terms of community development there was a disparity between job titles/descriptions and the nature of their formal qualification. However, a community development worker's ability to implement each of the core strategic areas is dependent on them having the appropriate skills. The Strategic Framework emphasized that If the</p>									

community development function in Botswana is to effectively support the government goals of self-sufficient and self-reliant households and communities it must have personnel who are equipped with appropriate knowledge, skills, and approach and are assigned to work on community development activities.

In 2004, a feasibility study on community development capacity building programme identified 'inadequate capacity' as a major constraint to the practice of community development. Inadequate capacity was defined as; "... *partly an issue to do with availability and development of staff, and partly a problem to do with staff competencies*" (Land 2004). Actions to address these challenges included a new initiative on formulating a National HRD Strategy, Botswana Training Authority (now Botswana Qualifications Authority) guidelines on training standards and accreditation, and the National Qualifications Framework.

In accordance with this strategy, principles were developed which included prioritizing the upgrading of current community development officers as well as career development where skills development was indicated as an integral part. Currently, there is no properly structured tertiary level training in Botswana since the discontinuation of the Botswana College of Agriculture (BCA) certificate course in Community Development. The Strategic Framework stated thus:

"The focus of this strategic area will be on developing specialized training in community development. DSS, with DLGSM, will:

- Review with the University and other training providers the options for providing more specialized training in community development at the undergraduate and postgraduate levels, and on the basis of that review.*
- Develop and implement a plan for the introduction of such training."*

(MLG-DSS, 2010: 35)

Furthermore, the Department of Tertiary Education Funding has included Community Development as one of the courses which they will be sponsoring students in for the year 2020/2021 as one of government's priority programmes.

The lack of personnel vis-à-vis the importance of Community Development in poverty eradication prompted for the introduction of the Bachelor of Community Development. The need for training programmes in community development was further buttressed by the Director of the Department of Community Development in a letter to BQA for the accreditation of short courses in the same field of study.

The lack of personnel vis-à-vis the importance of Community Development in poverty eradication prompted IDM to introduce the Bachelor of Community Development.

PURPOSE

The purpose of this qualification is to equip graduates with knowledge, skills and competences to:

- Apply an integrated & holistic approach of knowledge, skills and attitudes in a society for community development.
- Plan towards sustainable and integrative development of marginalized individuals, households, and groups in communities.
- Facilitate the collective action needed to build and empower communities including, but not limited to the poor.

ENTRY REQUIREMENTS (including access and inclusion)

Minimum Entry Requirement:

NCQF level 4, Certificate IV e.g. BCGSE or equivalent.

RPL

Recognition of Prior Learning (RPL) may be considered for those falling short of the stipulated required qualification in accordance with applicable national policies.

QUALIFICATION SPECIFICATION B

SECTION

GRADUATE PROFILE (LEARNING OUTCOMES)

ASSESSMENT CRITERIA

1.1 Evaluate complex community development challenges in relation to existing policies and legislation and produce an evidence-based solutions to an authentic community development situation.

- 1.1.1 Explain participatory research approaches and methodologies as applied to research in a community development context.
- 1.1.2 Conduct Community-based research that will profile a community and inform a programme or collective community action.
- 1.1.3 Compile a research report based on actual research.

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<p>1.2 Analyse the philosophies and theories of community development relevant to a specific context.</p>	<p>1.2.1 Apply community development theories and approaches to a wide variety of context.</p> <p>1.2.2 Explain concepts and theories of community development.</p> <p>1.2.3 Outline historical and contemporary contexts of community development.</p>
<p>1.3 Apply the principles, values and processes of community development to a specific context.</p>	<p>1.3.1 Discuss methods, skills and techniques for working with communities in a variety of authentic community development situations or contexts.</p> <p>1.3.2 Discuss theories and techniques of leadership and management and their relevance in a variety of community development situations.</p> <p>1.3.3 Apply participatory approaches to a community development process.</p> <p>1.3.4 Apply Community Development processes to empower a local community to strengthen the capacity of people as active citizens and to shape and determine change in the community.</p> <p>1.3.5 Explain the theories of organisational development in a community development context.</p> <p>1.3.6 Discuss financial management and business economics and apply to the community development cycle.</p>
<p>1.4 Organize the community to operate within the regulatory framework in a local, district, national, regional or global context.</p>	<p>1.4.1 Analyse legislation, policies and international conventions and interpret for application and/or compliance in a specific context.</p> <p>1.4.2 Explain the processes through which legislation and policies are formulated with reference to how individuals and communities can be involved in and/or influence the processes.</p>

	1.4.3 Discuss social policies relevant to community development and analyse them in terms of their interface.
1.5 Conduct community development research.	1.5.1 Discuss research methodologies. 1.5.2 Conduct scientific research. 1.5.3 Write clear and well-structured academic texts such as research and essays with a high degree of grammatical accuracy and in an appropriate style. 1.5.4 Apply reading and analytical skills including understanding an argument's major assertions. 1.5.5 Monitor community development programmes. 1.5.6 Evaluate community development programmes.
1.6 Apply theory and practice in an authentic community development context to build collective capacity.	1.6.1 Apply community development theory in an ethical manner supported by authentic evidence in a practical community development situation. 1.6.2 Discuss skills to address social challenges in a practical situation. 1.6.3 Execute community and social dynamics in an authentic community development context. 1.6.4 Design activities for a holistic community development programme, coordinate and track using a recognized information management system.
1.7 Apply ethical principles, responsibility and accountability within own scope of practice in a community development context.	1.7.1 Explain the roles and responsibilities of community development practitioners in relation to different communities. 1.7.2 Discuss the skills and techniques for personal development and awareness with a view of

	<p>developing personal capacity for community development practitioners.</p> <p>1.7.3 Analyse the code of conduct for community development practitioners</p> <p>1.7.4 Discuss how the code of conduct influences own practice in community development activities.</p> <p>1.7.5 Discuss the role of supervision in community development practice with reference to self, own roles and responsibilities and the need for support and mentoring.</p>
1.8 Communicate community development related information verbally and in writing to a range of audiences with due regard for the purpose of the communication and the ethical value system of the specific context.	<p>1.8.1 Apply verbal and non-verbal communication techniques which are appropriate for the audience and purpose of the communication.</p> <p>1.8.2 Communication through writing in a professional, accurate, coherent and correct manner in terms of style, tone and sensitive use of language.</p> <p>1.8.3 Apply active listening skills at individual and group situations.</p> <p>1.8.4 Discuss current events, issues and affairs reported in the media for them to be interpreted, assessed for relevance and applied at local level where appropriate.</p>

QUALIFICATION STRUCTURE

			SECTION C
FUNDAMENTAL COMPONENT	Title	Level	Credits
Subjects / Units / Modules /Courses	Academic Writing and Communication Skills	5	10
	ICDL (4 modules)	5	20
	Introduction to Psychology	5	10
	Introduction to Social Work	6	12
	Introduction to Sociology	6	10
	Introduction to Economics	6	10
	Social Psychology	6	12
	Population and Human Development	6	12
	Introduction to Entrepreneurship and Innovation	6	10
	Finance for Non-Finance Manager	6	12
	Professional Communication	7	10
	Fundamentals of Venture Creation	7	14

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CORE COMPONENT Subjects / Units / Modules /Courses	Introduction to Community Development	6	12
	Introduction to Development Policy	6	12
	Social Policy and Administration	6	12
	Sustainable Livelihoods Approach	6	12
	Proposal Writing	6	12
	Urban and Rural Development	6	12
	Leadership and Management	6	12
	Sustainable Development	6	12
	Community Empowerment	6	12
	Poverty Alleviation and Social Development	6	12
	Social Research Methods	7	14
	Group Dynamics and Facilitation	7	14
	Research Project	7	30
	Conflict Management	7	14
	Professional Ethics	7	14
	Practicum	7	48
	Program Planning and Evaluation	7	14
	Research Proposal	7	14
	Project Management	7	14
	Local Economic Development	7	14
	Governance and Social Development	7	14
	Community Based Participatory Research	7	14
	Community Development Practice	7	14
	Gender and Development	7	14
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Public Speaking	6	5
	Introduction to Counselling	6	5
	Disaster Management	6	5
	Community Development and Partnerships	6	5
	Health Education and Promotion	6	5
	Records and Information Management	6	5
RULES OF COMBINATION, CREDIT DISTRIBUTION			
<p>Rules of Combination: The student can choose two modules between the level 6 elective modules. The total number of credits from the elective modules should be 10.</p> <p>Credit Distribution:</p>			

The credit distribution for Level 6, Level 7 and Elective

NCQF Level	Credit Value
Level 5	40
Level 6	198
Level 7	270
Level 7 (Two Elective)	10
Total Number Of Credits	518 Credits

The credit distribution of Fundamental, Core and Electives

Fundamental Modules	142 Credits
Core Modules	366 Credits
Elective Modules	10 Credits
Total Number Of Credits	518 Credits

ASSESSMENT AND MODERATION ARRANGEMENTS

Formative assessment

Formative assessment or continuous assessment contributing towards the award of credits should be based on course outcomes. This can include tests, assignments and projects as well as simulated and real work settings. The contribution of formative assessment to the final grade shall be **60%**.

Summative assessment

Candidates may undergo assessment including written and practical and simulated projects. The final examination for each course contributes **40%** of the final mark for that course.

All summative practical assessments must, as far as possible, be conducted in real work settings.

Internal and external moderation requirements

Internal and external moderation will be conducted in accordance with applicable policies and regulations through BQA registered and accredited assessors and moderators.

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 applicable university 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)

Horizontal Articulation

Upon the successful completion of this programme, learners may consider pursuing related qualifications for purposes of multiskilling, retooling, etc. such as:

- Bachelor of Social Work
- Bachelor of Adult Education
- Bachelor of Public Health (Community Health)

Vertical Articulation

Upon the successful completion of this programme, learners may progress to qualifications such as:

- Master's Degree in Community Development
- Master's Degree in Development Studies
- Master's Degree in Social Work
- Master's Degree in Social Policy
- Master's Degree in Sustainable Development
- Master's Degree in International Development

Diagonal Articulation

Upon the successful completion of this programme, learners may progress to qualifications such as:

- Bachelor of Community Nursing/Nursing Education
- Bachelor of Early Childhood Development
- Bachelor of Agricultural Management
- Bachelor of Adult and Community Education
- Bachelor of Social Psychology

Diagonal Articulation

Employment Pathways

Graduates will have requisite competencies and attributes to work as:

- Community Development Officer
- Programme Coordinator
- Assistant Programme Manager
- Researcher
- Program Evaluator
- Capacity Building and Training Officer
- Community Liaison Officer
- Management positions in research and policy development, strategic planning, programme management and developmental impact assessment.

QUALIFICATION AWARD AND CERTIFICATION

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 Bachelor of Community Development 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

(Please refer to the attached comparability matrix)

The following is a summary of the regional and international comparability.

1. **University of KwaZulu Natal (UKZN), South Africa, Bachelor of Community Development Studies**
Program, comprises 10 Modules covering; Introduction to Community Development, Institutions in Community Development, Capacity Development for Transformation, Development Theories, Project Planning and Management, Facilitating Community Development Practice, Community Economic Development, Issues in Community Development, Community Based Learning, Developmental Local Government and Community Development. The programme entails a total of 384 credit points to complete the degree. Modules assessment will be based on a mix of individual and group coursework assignments, tests and a 3-hour final exam at the end of each semester. Learners are required to complete the prescribed hours to be eligible for assessment. Main Exit Outcomes of the Programme is to: Design and lead creative, effective and culturally sensitive processes of responding to the twin challenge of poverty and disempowerment. Develop analytical skills for understanding the contexts of development programs, practical skills for the formulation, resourcing, implementation, monitoring and evaluation of community development projects.
Available at: <https://sobeds.ukzn.ac.za/communitydevelopmentundergraduateinformation/>
3. **Kenyatta University, Kenya Bachelor of Environmental Studies and Community Development** is comprised of 21 modules which are: Introduction to Entrepreneurship Foundations & Development of Environmentalism, Fundamentals of Sustainable Community Development, Global Trends in Community Development, Human Ecology & Adaptations, Environmental Innovations & Technologies, Strategic & Transformative Community Development, Principles of Environmental Planning & Management, Trade, Environment and Community Development, Climate Change and Community Livelihoods, Comparative Strategies in Community Development, Education for Sustainable Development, Civil Society, Politics & Environmental Management, Participatory Community Development & Capacity Building, Social Work & Humanitarian Assistance, Environment & Community Health, Research Project, Ethics & Environmental Governance, Poverty, Ecosystems & Human Well-being, Principles of Administration & Management, Community Asset Building & Social Entrepreneurship. The programme or qualification is not expressed in outcomes based terms and is not credit based and assessment strategies were not outlined. The

outcomes of the programme are to: equip students with the necessary tools and techniques of investigating and understanding the relationships between environment and development so as to contribute to informed decision-making towards sustainable community livelihoods. To generate the necessary knowledge on the impacts of development on the environment and vice versa so as to encourage harmonious interactions between humans and their environment. To produce professionals and technocrats capable of spearheading sustainable development by focusing on communities and the environment as critical national resources.

Available at: <http://environmental.ku.ac.ke/index.php/departments/environmental-studies-and-community-development>

4. **Murdoch University and Open Universities Australia (OUA) Bachelor of Arts (Community Development)** comprise of 20 modules which are: Academic Learning Skills (Transition Unit), Ideas & Identity (Breadth Unit), Introduction to Community Development, Introduction to Sociology, Introduction to Sustainable Development, Developing Research Skills, Community Work Across Sites Settings & Peoples, Community and Social Policy, Bachelor of Arts Research Skills, Sustainable Urban Communities, Preparing for Professional Community Practice, Creative Ways to Work with Community, Drugs in Society Wellbeing, Creativity and Innovation, Sex and Gender Matters, Indigenous Australia and the Nation, Global and Regional Sustainability, Women in Asian Societies, Metaphors of Mind, World Religions. For the learner to qualify for the Bachelor of Arts (Community Development) at Murdoch University, students must complete 72 credit points (24 subjects). Assessment strategies were not specified for this programme. Learners are profiled with the following exit outcomes: To be able to: understand and evaluate literature written about community development, understand the scope and nature of community development as it is being carried out in a range of social, geographic, industry and cultural contexts understand a range of social policy 'governmentalities' and approaches that shape contemporary work with community.

Available at: <https://www.open.edu.au/degrees/bachelor-of-arts-community-development-murdoch-university-mur-cdv-deg>

5. **Victoria University, Australia, Bachelor of Community Development:** it comprises 19 Modules culminating into a scope including: Young People in a Global Community, Aboriginal History and Political Movements, Community Development from the Local to the Global: Credits, Applied Human Rights, Working in Human Services Organisations, Youth and Community Contexts, Youth and Community

Programs, Global Environmental Issues, Holistic Practice With Young People, Management in Non-Government Organizations, Project Design and Implementation, Community Development Placement, Criminal Justice Systems 2, Change and Community Justice, Professional Culture and Collaboration, Research in the Community, Conflict Resolution in Groups and Communities, Rights, Advocacy and Discrimination, Professional Practice 2. To attain the Bachelor of Community Development students will be required to complete 288 credit points in total consisting of: 96 credit points First Year Core units; 144 credit points Professional Core studies including 24 credit points of Capstone studies; 1 x 48 credit points of Minor studies. Job titles include community development/liaison officer project coordinator advocacy campaigner policy officer international aid worker researcher.

Available at: <https://www.vu.edu.au/courses/bachelor-of-community-development-abcd>

Generally, the four qualifications studied are similar in that all of them cover: Introduction to Community Development, Introduction to Sociology, Introduction to Sustainable Development, Developing Research Skills, Community and Social Policy and Preparing for Professional Community Practice. The differences observed include the fact that the South African and Australian programmes prescribe the learning hours to be achieved for the learner to be eligible for final assessment while the Kenyan programme does not include such. Qualifications in Australia and Kenya did not specify assessment modes and criteria hence for University of KwaZulu Natal, South Africa, most modules assessment will be based on a mix of individual and group coursework assignments, tests and a 3-hour final exam at the end of each semester. Programs compared in terms of the modules and learning outcomes are aligned to prevailing and unique socio-economic environment of their locations. The two Australian universities focus more on youth work and crime as their most prevailing issues.

The proposed qualification generally compares well with the four programmes or qualifications studied in terms of content scope and learning hours to be achieved before assessment. What sets this qualification apart from the ones studied is that it is anchored on a competency and credit-based qualifications framework.

REVIEW PERIOD

This qualification shall be reviewed every five years.

Other information – please add any supplementary information to help the application for this qualification for NCQF Registration.

Qualification(s) required

The assessor shall hold a Master's degree in Community Development and/or the relevant field of study.

Professional work experience required

- The assessor shall have a minimum of 7 years' work experience

Professional registration and accreditation

Assessors and moderators must have valid registration and accreditation with all relevant bodies such as Botswana Qualification Authority.

For Official Use Only:

CODE (ID)			
REGISTRATION STATUS	BQA DECISION NO.	REGISTRATION START DATE	REGISTRATION END DATE
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	