SECTION A:	QUALIFICATION DETAILS						

QUALIFICATION DEVELOPER	Institute of Development Management						

TITLE	Diploma in Community Development					NCQF LEVEL	6
FIELD	Humanities and Social Sciences	SUB-FIELD	Community Development			CREDIT VALUE	360

New Qualification	✓	Review of Existing Qualification	

SUB-FRAMEWORK	General Education		TVET		Higher Education	✓

QUALIFICATION TYPE	Certificate	I	II	III	IV	V	Diploma	✓	Bachelor	
	Bachelor Honours		Post Graduate Certificate			Post Graduate Diploma				
	Masters				Doctorate/ PhD					

RATIONALE AND PURPOSE OF THE QUALIFICATION

RATIONALE:

The Strategic Framework of Botswana defines Community Development as a participatory grassroots process that promotes mutual understanding, social justice and sustainable social and economic change (Ministry of Local Government- Department of Social Services (MLG-DSS), 2010: 12). Community Development is built within the premise of helping people who are lacking in knowledge, skills and resources and therefore unable to improve their living conditions towards better quality of life. Its general aim is towards alleviation of poverty and self-reliant communities worldwide.

The alleviation and reduction of poverty has and continues to be a key feature of Botswana's national development, which correlates with the purpose of the community development profession. Under pillar 2 of Botswana's Vision 2036 on human and social development, it emphasizes that marginalised population groups should be empowered to contribute positively to the country's development through social inclusion (Government of Botswana, 2016). 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 to access to resources, therefore making it a key cornerstone for alleviating poverty and achievement of the transformational agenda of Vision 2036. 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. In addition to poverty alleviation, community development can contribute to the achievement of pillar 3 of sustainable environment, which speaks of a healthy ecosystem that support the balance between economy, livelihoods and cultural heritage. Community development professionals are trained to capacitate the community on sustainable use of the environment in their quest for sustainable development. The National Development Plan (NDP) 11 alluded to the strategy of continued engagement and mobilisation of rural communities to enhance their participation in the development process as a way of driving social development (Government of Botswana, 2017, 186). This further buttresses the need for community development professionals who, by the nature of their training are equipped to mobilise, capacitate and enhance participation of local citizens on development issues at grassroots level.

If the 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 (MLG, 2010: 31). According to the assessment presented in the Strategic Framework for Community Development in Botswana, there are not enough Community Development field workers. Those who are currently employed as Community Development Officers hold degrees of Social Work and Adult Education and only did a module in community development. This means that they are not competent in the knowledge and skills of the Community Development profession. It was 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 Diploma in 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.

PURPOSE:

The primary purpose for this professional qualification is to develop graduates with advanced knowledge, skills, attitudes and applied competence to:

- Assess socio cultural issues of families and communities
- Facilitate planning, implementation, coordination, and monitoring of community development processes
- Engage in the promotion of sustainable livelihoods and local economic development activities at community level to aid poverty alleviation
- Apply specific and broad community development skills such as advocacy, empowerment, needs assessment etc. for establishment and promotion of sustainable community projects
- Utilize professional ethical behaviour in a range of contexts and to the expected minimum standards in the community development profession.

ENTRY REQUIREMENTS (including access and inclusion)

Minimum Entry Requirement

Certificate IV, NCQF level 4, (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.

SECTION B	QUALIFICATION SPECIFICATION
GRADUATE PROFILE (LEARNING OUTCOMES)	**ASSESSMENT CRITERIA**
1.1 Demonstrate advanced knowledge of principles of community development when assessing socio cultural issues of families and communities	1.1.1 Identify problems of social, economic, environmental, and cultural diversity 1.1.2 Solve socio-cultural issues of families and communities using community development concepts, principles, and processes 1.1.3 Carry out community assessment using community development techniques
1.2 Demonstrate ethical professional behaviour conveying the philosophy, values and beliefs of the community development profession.	1.2.1 Exhibit ethical values such as integrity and sincerity when interacting with the community 1.2.2 Apply strategies of ethical reasoning to arrive at principled decisions 1.2.3 Engage in social transformation in order to facilitate capacity building and self-empowerment
1.3 Facilitate the process of community development programme planning and implementation to benefit communities and the environment	1.3.1 Collect data required for planning community programmes 1.3.2 Apply knowledge of community development programme cycle management when executing poverty alleviation programmes 1.3.3 Implement policies relevant to the community development process

	1.3.4 Facilitate organizational and holistic integrative project/programme cycle management 1.3.5 Utilize approaches and tools used in the community development processes
1.4 Coordinate networks and partnerships for driving community development initiatives	1.4.1 Assessing community development stakeholders involved in community development initiatives 1.4.2 Facilitate networking between the community and various stakeholders 1.4.3 Identify the community's various capitals to drive sustainable community development initiatives 1.4.4 Facilitate resource mobilisation to drive community development initiatives
1.5 Communicate professionally in verbal and written form and present information using relevant technology	1.5.1 Facilitate formal presentations before a variety of live audiences. 1.5.2 Use appropriate referencing styles such as Harvard correctly 1.5.3 Utilise academic writing skills to develop reports for technical and non-technical audiences. 1.5.4 Demonstrate mastery in using various computer programmes

SECTION C	QUALIFICATION STRUCTURE			
FUNDAMENTAL COMPONENT *Subjects/ Courses/ Modules/Units*	**TITLE**	*Credits Per Relevant NCQF Level*		*Total (Per Subject/ Course/ Module/ Units)*
		Level [5]	*Level [6]*	*Level [7]*	
	International Computer Drivers Licence	20			20
	Communications and Academic Writing Skills	10			10
	Introduction to Psychology	10			10
	Introduction to Sociology		10		10
	Introduction to Counselling		12		12
	Professional Communication			10	10
CORE COMPONENT *Subjects/Courses / Modules/Units*	Community Health		12		12
	Introduction to Development Policy		12		12
	Resource Mobilisation		12		12
	Introduction to Community Development		12		12
	Introduction to Social Work		12		12
	Poverty Alleviation and Social Development		12		12

	Monitoring and Evaluation of Community Projects		12		12
	Sustainable Livelihoods Approach		12		12
	Proposal Writing		12		12
	Community Nutrition		12		12
	Field Practice		34		34
	Social Entrepreneurship		12		12
	Project Management Concepts		12		12
	Ethical Issues and Cultural Awareness			14	14
	Records and Information Management			14	14
	Gender and Development			14	14
	Community Based Participatory Research			14	14
	Social Research Methods			14	14
	Community Development Practice			14	14
ELECTIVE/ OPTIONAL COMPONENT *Subjects/Courses / Modules/Units* **Choose 1 level 6 module and one level 7 module**	Public Relations		12		12
	Community Development and Partnership		12		12
	Introduction to Disaster Management			14	14
	Health Education and Promotion			14	14

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	*Credit Value*
5	40
6	212
7	108
TOTAL CREDITS	360

Rules of Combination:

(Please Indicate combinations for the different constituent components of the qualification)

Fundamental	Level 5	40 Credits
Fundamental	Level 6	22 Credits
Fundamental	Level 7	10 Credits
Core	Level 6	178 Credits
Core	Level 7	84 Credits
Electives	Level 6	24 Credits
Electives	Level 7	28 Credits
Minimum Electives Credits		26 Credits (Learners choose 1 elective form Level 6 and 1 from Level 7)
Total		360 Credits

ASSESSMENT ARRANGEMENTS

Formative assessment or continuous assessment will include tests, assignments and projects as well as simulated and real work settings. The contribution of formative assessment to the final grade shall be **40%.**

Summative assessment

Candidates may undergo assessment including written, practical, and simulated projects. The final examination for each course contributes **60%** of the final mark for that course.

Assessment must be conducted by suitably qualified persons in the field of Community Development or related. Registered and accredited.

MODERATION ARRANGEMENTS

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

RECOGNITION OF PRIOR LEARNING (if applicable)

There will be provision for candidates to submit evidence of prior learning for the award of credits towards the qualification in accordance with applicable national RPL policies as per the NCQF requirements.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation (related qualifications of similar level that graduates may consider):

- Diploma in Social Work
- Diploma in Adult Education
- Diploma in Public Health (Community Health)

Vertical Articulation (qualifications to which the holder may progress to):

- Bachelor of Arts in Development Studies
- Bachelor of Community Development
- Bachelor of Arts in Social Work
- Bachelor of Arts in Social Policy

- Bachelor of Science in Sustainable Development

The employment opportunities include working in public service, private sector non-governmental organisations and community organisations dealing with poverty relief, disaster management and social services. The careers could include:

- Community Development officer
- Programme officer
- Poverty Eradication officer
- Community Liaison officer
- Gender liaison officer

QUALIFICATION AWARD AND CERTIFICATION

Candidates must earn a minimum of 360 credits and satisfy the rules of combination stated to be awarded a Diploma in Community Development.

REGIONAL AND INTERNATIONAL COMPARABILITY

The comparability matrix assessed diploma qualifications of three universities; 2 African universities and 1 Australian universities. The two African institutions include Africa Nazarene University and Mount Kenya University in Kenya, while in Australia it looked at Murdoch**.** In all these qualifications, the duration is between 1 year and 1 year, 5 months, which is far less than the proposed diploma which is 3 years. The comparisons of the programs in terms of the modules and learning outcomes and are aligned to prevailing and unique socio-economic environment of their locations. The foundation of the course is the same across all institutions; they all aim to offer skills for addressing development problems.

The exit outcomes cover similar scope and depth and are aligned to exit-level descriptors typical of this level and type of qualification as done within the region and beyond as well as competencies required for registration and accreditation with professional bodies such as South African Qualification Authority and

Australian Qualifications Framework. However, what sets it apart from the qualifications examined is that there is provision for development of attributes such as specialized knowledge and skills for skilled/paraprofessional work and/or further learning and management of learning. The learner is able to demonstrate the ability to evaluate his or her performance or the performance of others, and to take appropriate action where necessary, to take responsibility for his or her learning within a structured learning process; and to promote the learning of others, which are critical for ethics and professional practice.

REVIEW PERIOD

The qualification will be reviewed every five years in line with the NCQF.