

BQA NCQF Qualification Template

DNCQF.FDMD.GD03

Issue No.: 02

SECTION A: QUALIFICATION DETAILS																
QUALIFICATION DEVELOPER			Institute of Development Management (IDM)													
TITLE	Bachelor of Public Health										NCQF LEVEL		7			
FIELD	Health and Social Sciences			SUB-FIELD		Public Health					CREDIT VALUE		529			
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																
<p>Rationale</p> <p>The World Health Report 2006 documents the widespread health workforce crisis across the globe. Human resources for health shortages are greatest in primary care and in the lowest level health facilities and in the poorest areas within the lowest income countries. Botswana as a middle-income country, has not been spared from the scarcity of healthcare workforce. Over the years, there has been an inversely proportional association of health workforce and morbidities and mortalities across the health sector, especially in the public sector. Botswana as one of the developing countries is adversely affected by a wide range of public health problems. These problems results in high rate of morbidity and mortality due to preventable causes. Furthermore, Botswana like other developing countries is experiencing a shift in lifestyle and advent of non-communicable diseases, with continuous burden of communicable diseases.</p> <p>The health delivery systems' focus on curative rather than primary health care results in low awareness on public health practices. The situation may be partly attributed to low number of well-trained public health practitioners which speaks to the issue of mismatch between supply and demand leading to shortages in the labour market and subsequent graduate unemployment as highlighted ³There is need therefore to shift focus to a responsive healthcare system specifically human resources with requisite skills and competencies. To meet the training and continuing education needs of an evolving workforce, a clearer understanding of the functions and composition of the public health workforce both now and for the future is required</p>																

Human resources for health (HRH) are the backbone of service delivery in the health sector. Creating an appropriately skilled, highly motivated, client focused health workforce is critical for Botswana to attain its ambition of ensuring an enabling environment, in which all people living in Botswana can reach and maintain the highest attainable level of health. Botswana has inadequate number of health care workers to provide essential preventative and promotive health care and thus allow the country to meet its national and international targets as auspiced in Vision 2036 and Sustainable Development Goals, respectively. The staffing shortage exists throughout the country, but it is more profound in rural areas where public health services are mostly required. The Ministry of Health and Wellness, MOHW employs approximately 15,500 health care workers⁴. If the population is to be adequately served, public health facilities need to be properly staffed. To achieve the objective of improved staffing, the MOHW needs to increase the work force by at least 37%.¹

In view of the above, several documents indicated the need for a Public Health qualification. Public Health, PH is identified as one of the top occupations in high demand in Botswana, but however experiencing shortage in labour market (HRDC 2016). It is also listed as one of the first occupations within the top 20 in the health sector. This is a specialty that comprise of both core and soft skills and addresses disease prevention and promotion across board. Shortage in medical specialties specifically (epidemiologist) which is a core area in Public Health is as well highlighted and PH is also considered as one of the priority skills that need to be supported (NHRDP). This notion is further supported by MOHW perceived shortage of Public Health professionals at both central and District Health Management Team level (MOHW 2010), which came out with a strategic objective of demand for increase in Public Health professional. All these points to the importance and need for a Bachelor of Public Health qualification.

Purpose The purpose of this qualification is to produce public health practitioners with practical skills in preventive, promotive, and equitable population health care. The aim is to reduce health risks through addressing health determinants, to promote health and to foster equity in health. The qualification will also facilitate the registration of the graduates with the Botswana Health Professionals Council. Upon completion of the qualification, learners will be able to:

- Assess population health status and make recommendations competently.
- Use various approaches to promote the country's population health.
- Foster formulation of policies to improve population health.
- Uphold the integrity of the Public Health profession.

¹National Human Resource Development Strategy (2009-2022)

²Integrated Health Service Plan: A strategy for changing the Health sector for a healthy Botswana (2010-2020)

³Essential Public health Functions (CDC)

⁴Human Resource Development Council (2016). Top Occupations in High Demand (2016)

⁵National Human Resource Development Plan to 2028

⁶Presidential Task Team (2016). Vision 2036: Achieving Prosperity for All. Available at:
<http://www.statsbots.org.bw/sites/default/files/documents/Vision%202036.pdf>

ENTRY REQUIREMENTS (including access and inclusion)

Applicants will be admitted to this qualification if they meet any of the following:

- NCQF Level 4 or equivalent with at least a pass in Mathematics, English, Biology, and any other science subject.
- Access through Recognition of Prior Learning (RPL) will be considered for learners who do not qualify for access through the stated entry requirement in accordance with applicable policies on RPL.

SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Apply Public Health approaches to determine population health status	1.1 Use public health concepts to determine population health status. 1.2 Utilize appropriate methods and tools to measure population health status. 1.3 Analyze determinants of health at local, national and /or international levels. 1.4 Identify and interpret public health risk factors.
2. Demonstrate knowledge of the science underlying human health and disease occurrence at population level	2.1 Lead discussions on the role of nutrition in population health. 2.2 Create awareness on the relationship between human health and the environment. 2.3 Identify risk factors contributing to the global burden of disease. 2.4 Conduct presentations on disease surveillance approaches in public health. 2.5 Describe models of disease causation in public health. 2.6 Evaluate and apply appropriate models to explain disease occurrence in the population.
3. Apply public health knowledge, principles and evidence to inform and influence policy and practice.	3.1 Utilize research results to inform health policy development. 3.2 Evaluate available knowledge and evidence suitable for public health policy development and practice. 3.3 Identify factors that influence health sector reforms and policy change for improving health systems and health outcomes. 3.4 Analyse the role of evidence-based approach in advancing Public Health practice. 3.5 Analyze the policy making process at different levels.
4. Apply concepts of program planning and evaluation to improve population health	4.1 Describe the public health methodologies used in design and implementation of programs

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	<p>4.2 Analyze the program design and implementation processes for public health programmes and interventions.</p> <p>4.3 Determine the appropriate control measures to prevent hazards and risks in different settings of public health.</p> <p>4.4 Describe community development concepts that influence design, implementation, and evaluation of public health programs.</p> <p>4.5 Conduct evidenced based public health programs and interventions.</p> <p>4.6 Utilize community health approaches in designing, implementing and evaluating public health programmes.</p> <p>4.7 Compare and contrast types of evaluation methods used in Public Health and select the best option.</p> <p>4.8 Evaluate public health programmes and services.</p>
5. Collaborate with stakeholders to determine effective strategies to address social determinants of public health.	<p>5.1 Describe the reproductive health and rights of a diverse population.</p> <p>5.2 Discuss gender influence on the epidemiology of disease.</p> <p>5.3 Discuss social determinants of health.</p> <p>5.4 Discuss effective strategies and programs in addressing social determinants of health.</p> <p>5.5 Articulate population diversity when planning, implementing, and evaluating public health programs and policies.</p>
6. Apply effective communication skills in delivering public health services.	<p>6.1 Utilize communication tools used in public health settings.</p>

	<p>6.2 Use appropriate communication strategies in delivering health education and promotion programmes.</p> <p>6.3 Apply appropriate public health promotion theories and strategies in various settings of public health.</p> <p>6.4 Evaluate the effectiveness of communication strategies in public health.</p>
7. Demonstrate skills and competence in the use of ICT to address public health issues	<p>7.1 Utilize ICT tools in public health.</p> <p>7.2 Implement public health information systems.</p> <p>7.3 Apply the principles of health information system.</p> <p>7.4 Evaluate health information systems.</p>
8. Apply management and leadership skills in healthcare	<p>8.1 Perform management and leadership roles in healthcare delivery.</p> <p>8.2 Apply different management theories and models suited for healthcare.</p> <p>8.3 Apply appropriate leadership theories and styles in different public health settings.</p> <p>8.4 Conduct assessment of factors influencing health services administration and management.</p> <p>8.5 Implement strategic planning and the strategic management processes.</p> <p>8.6 Manage operational resources appropriately.</p> <p>8.7 Analyze operation processes for efficiency, responsiveness, and quality.</p> <p>8.8 Implement process improvement strategies.</p> <p>8.9 Apply various Quality Management (QM) tools to develop and maintain quality improvement programs.</p>

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<p>9. Demonstrate competence and professionalism in the Public Health practice.</p>	<p>9.1 Critique regulatory frameworks for ethical standards.</p> <p>9.2 Apply ethical theories to develop and implement public health programs and policies.</p> <p>9.3 Articulate public health core functions.</p> <p>9.4 Exhibit appropriate skills and attitudes in Public Health practice.</p> <p>9.5 Provide public health services within stipulated code of conduct.</p>
<p>10. Coordinate provision of public health services To the community.</p>	<p>10.1 Describe the role and functions of a public health programme coordinator.</p> <p>10.2 Conduct stakeholder assessment sessions.</p> <p>10.3 Develop strategies to harmonize provision of health services.</p> <p>10.4 Use skills such as team building, negotiation, conflict management and group facilitation to build partnerships.</p> <p>10.5 Lead discussions on the roles of multidisciplinary and multi sectoral approaches in provision of public health services.</p> <p>10.6 Create community as well as public private partnerships that enable delivery of public health services.</p>

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11. Generate knowledge base and innovations for public health policy and practice through research	11.1 Develop a research proposal. 11.2 Conduct research. 11.3 Communicate research findings and innovations through appropriate fora. 11.4 Utilize findings and innovations in public health policy and practice. 11.5 Use research findings to develop a detailed business plan. 11.6 Demonstrate decisiveness in making crucial business decision. 11.7 Develop a business model for managing a social enterprise.
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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]	
	Academic Writing & Communication Skills	12			12
	International Computer Driving License	20			20
	Introduction to Sociology		10		10
	Introduction to Psychology		10		10
	Introduction to Counseling		10		10
	Introduction to Entrepreneurship			10	10
	Public Health Nutrition			10	10
	Gender and Health			10	10
	Venture and Wealth Creation			10	10
					102
	Fundamentals of Health Policy		14		14

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CORE COMPONENT <i>Subjects/Courses / Modules/Units</i>	Health Education, Communication & Promotion		14		14
	Social & Behavioural Aspects of Public Health		14		14
	Disease Prevention & Control		14		14
	Community Health		14		14
	Communication Development & Partnerships		14		14
	Introduction to Epidemiology			14	14
	Global Burden of Disease			14	14
	Introduction to Biostatistics			14	14
	Introduction to Public Health			14	14
	Environmental & Occupational Health			14	14
	Health Program Planning & Development			14	14
	Sexual & Reproductive Health			14	14
	Introduction to Research Methods			14	14
	Health Policy and Systems			14	14
	Strategic Health Communication			14	14
	Leadership and Management			14	14
	Health Information Systems			14	14
	Evidence Based Public Health Practice			14	14
	Drugs, Alcohol and Society			14	14
	Emerging Issues in Public Health			14	14
	Health Services Administration			14	14
	Healthcare Ethics			14	14
	Research Proposal			17	17
	Research Project			24	24

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	Public Health Practicum			48	48
					411
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses / Modules/Units</i>	Introduction to Project Management			8	
	Disaster Management			8	
	Health Informatics			8	
	Risk Management			8	
					16

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
5	32
6	114
7	383
TOTAL CREDITS	529
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<p>The minimum credit value for the award of Bachelor of Public Health is 529 credits.</p> <p>The credit combination and allocation is;</p> <p>Fundamental component = 102 credits</p> <p>Core component = 411 credits</p> <p>Elective component = 16 credits</p> <p>Total = 529 credits</p>	

ASSESSMENT ARRANGEMENTS

Student learning shall be assessed using both formative and summative assessments. Formative assessment shall contribute 55% while the summative assessment contributes 45% towards the final mark.

All assessment processes shall be carried out by assessors who are registered and accredited by Botswana Qualifications Authority.

MODERATION ARRANGEMENTS

There shall be internal and external moderation of assessments for quality assurance purposes as per the institutional academic regulations.

All moderation processes shall be conducted by moderators who are registered and accredited by Botswana Qualifications Authority.

RECOGNITION OF PRIOR LEARNING (if applicable)

There shall be provision for awarding Bachelor of Public Health through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) in accordance with institutional and national policies on RPL and CAT respectively.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

The qualification prepares learners for horizontal and vertical educational pathways as listed below:

Horizontal Articulation (related qualifications at NCQF Level 7 that graduates may consider)

- Bachelor of Public Health (Generic).
- Bachelor of Public Health (Health Systems).
- Bachelor of Public Health (Health Economics).
- Bachelor of Public Health (Supply Chain Management).
- Bachelor of Public Health (Monitoring and Evaluation).

Vertical Articulation (Qualifications at NCQF Level 8 that graduates may progress to)

- Master of Public Health.
- Master of Public Health (Health Systems).
- Master of Public Health (Health Economics).
- Master of Public Health (Supply Chain Management).
- Master of Public Health (Monitoring and Evaluation).

Diagonal Articulation (qualifications at NCQF Level 7 which the holder may divert to)

- Bachelor of Social Work.
- Bachelor of Community Development.
- Bachelor of Counselling.

EMPLOYMENT PATHWAYS

(Possible jobs or employment which the holder of this qualification may take up)

Upon completion, graduates will be ready for self-employment, work in private sector, civil society and public sector as;

- Public Health Technicians.
- Public Health Data Collector
- Community Health Technician.
- Health Promotion Technician

QUALIFICATION AWARD AND CERTIFICATION

Upon successful completion of the qualification, a Bachelor of Public Health will be awarded to learners who have attained 515 credits. Learners who satisfy the requirement shall be issued with a certificate.

REGIONAL AND INTERNATIONAL COMPARABILITY

Desk review and benchmarking were conducted to compare Bachelor of Public Health qualification with similar qualifications offered by institutions of higher learning in the region and internationally, which include Independent Institution of Education (former Monash), University of Witwatersrand, South Africa, Indiana University Bloomington, USA, and University of South Australia. While some differences were observed (e.g., inclusion of natural sciences, especially biology as foundation courses) the Bachelor of Public Health degree was found to be similar to qualifications offered regionally and internationally in many aspects including most public health core modules, qualification exit outcomes and modes of delivery among others. A total of five institutions' qualifications were reviewed and details are presented in a comparability matrix provided with the qualification.

Similarities are observed generally across modules of the qualifications compared. Common modules observed across all qualifications include Epidemiology, Health Policy and Systems, Environmental health, Biostatistics, Behavioural Health and Public Health. However, there is a variation in the number of modules for each program. They range from 4 to 8 modules. The qualifications were also comparable in terms of their target market which is predominantly community health related work. Other areas of focus include epidemiology and Health systems related work. In terms of assessments, a most programs assessment strategies and weightings are not stated except one that specified its types of assessments as; industry-relevant project, an online presentation essays and reports. The duration of study ranges between 3 to 4 years and though they are variations in terms of mode of delivery they are predominantly delivered using fulltime mode.

The University of South Australia's full-time course is 100% online whereas with others it is not clearly stated. Subsequently, there are variations relating to credits and entry requirements evident among different countries where the programs compared are offered. What sets the qualification apart is that it clearly delineates core module for a Public Health program from foundational modules and electives. The core modules include course such as Evidence based Public Health Practice, Global burden of disease and program planning among others, which are critical in enhancing the competencies of a Public Health

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practitioner. Furthermore, the program includes a research project which gives graduates an opportunity to acquire research knowledge and skills at undergraduate level. The graduates from the proposed Bachelor of Public Health will therefore have more relevant competences than the benchmarks.

REVIEW PERIOD

The qualification shall be reviewed every 5 years