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SECTION A: QUALIFICATION DETAILS												
QUALIFICATION DEVELOPER (S)		Botho University										
TITLE	Bachelor of Science (Hospital Administration)								NCQF LEVEL		7	
FIELD	Health and Social Services		SUB-FIELD			Hospital Administration			CREDIT VALUE		480	
New Qualification					✓		<i>Review of Existing Qualification</i>					
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 hospital system in Botswana is primarily focused on healthcare, treatment, and prevention of the diseases. Setting up a robust hospital system and maintaining it, is very important to achieve a better health management of the citizens of the country. A substantial shortage of qualified healthcare professionals in Africa continues, but it is now apparent that professionally trained healthcare managers are an equally important need. Health facilities in Africa typically promote physicians into the role of general manager, but physicians and their lay counterparts routinely admit to being ill-prepared for roles as leaders of health systems, healthcare facilities and other services. Few if any, degree programmes for healthcare management—be they master's in hospital administration or specialized MBA programmes— are available in these regions. Many countries in the developing and developed


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world plug this gap by promoting health workers—typically doctors or nurses—into management positions (Stephen M.Sammut et al, 2019). Sometimes efforts are being made by the healthcare professionals to fill this gap by learning managerial skills through short term courses but still there remains a lack of accomplished managerial skills and other important set of skills which is needed to maintain the hospital system. There is the need of the skills which can help maintain the ethical responsibilities as well as ensuring that all the various functions in the hospital system are running smoothly. The demand of the skilled persons in the field of hospital administration is always increasing to improve the performance of every medical system. The proposed qualification contributes towards Vision 2036’s realization by equipping prospective graduates with the necessary knowledge, skills and competencies for sustainable economic growth.

In addition, introduction of the BSc.in Hospital Administration enables the learners to create employment opportunities for their peers rather than seeking employment. Future economic growth depends on the continued success of entrepreneurs. Educating and training of health administrators have been one of the factors found to predict economic success. Much of that training has come from continuing health education qualifications. The proposed qualification develops business efforts, and with health entrepreneurial development skills, it allows the learner to keep up with today's rapidly changing environment.

According to Priority skills 2019 HRDC report, the area of Hospital Administration is a priority skill that is in demand and therefore is critical to produce innovative graduates capable of competing in the ever-changing economic environment. Prioritization of occupations in demand is also informed by national priorities as outlined in the VISION 2036, National Development Plan (NDP,11) and long- term strategies of the different sectors of the economy. The Bachelor of Hospital Administration was therefore developed to contribute human capital development and to fulfill the demand gap as per report. It is against this background that this qualification has been developed to address the urgent need for adequately trained manpower to manage the area of Hospital Administration in various sectors of the economy (HRDC 2016, Vision 2036, National Development Plan 11).

A market survey was conducted to establish whether the qualification was viable. The responses from the survey were positive with inkling that the qualification was contemporary, needed, and sustainable (**Appendix 1 Market Need Analysis**). Furthermore, the qualification was reviewed by the industry experts (**Appendix: 2 Industry support letters**).

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PURPOSE:


The purpose of this qualification is to produce graduates with the Knowledge, Skills and Competences to:

- Develop small and medium Health care management system enterprises.
- Apply the concepts and principles to develop and manage Hospital and healthcare administration.
- Act as liaisons among governing boards, medical staff, and departments heads.
- Organize, direct, control and coordinate medical and health services in relation to policies set by a governing board of trustees.
- Recruit, hire and evaluate assistant administrators, nurses, and doctors.
- Plan budgets and set rates for health services.
- Develop and expand programs for scientific research.
- Develop procedures for quality assurance, patient services, medical treatments, department activities and public relations outreach.
- Evaluate and improve the efficiency of the healthcare system.

ENTRY REQUIREMENTS (including access and inclusion)

Entry into this qualification is through any one of the following requirements:


- NCQF level 4, Certificate IV, (General Education or TVET).
- Applicants that do not meet the above criteria but possess relevant industry experience will be considered through recognition of prior learning (RPL).

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>1. Demonstrate knowledge and understanding of principles, concepts, theories, practices, and processes in Hospital Administration.</p>	<p>1.1 Explain the main areas and functions of Hospital Administration.</p> <p>1.2 Identify success factors exclusive to Hospital Administration.</p> <p>1.3 Evaluate concepts, and techniques essential to manage human resources within a hospital.</p> <p>1.4 Discuss the relationship between Hospital operations, policies, processes, and systems in terms of its impact on operational efficiency and economic development.</p> <p>1.5 Analyze the role of information and administration in support of management function.</p>
<p>2. Use a range of methods of inquiry in the field of hospital administration and innovation.</p>	<p>2.1 Apply strategies for Administration and innovation sustainability.</p> <p>2.2 Improve Administration competitiveness within the local and global creative industries through use of models and innovations.</p> <p>2.3 Develop and present models to improve healthcare systems performances.</p> <p>2.4 Evaluate technological innovations to improve competitiveness in the local and global creative Healthcare organizations.</p> <p>2.5 Develop policies and strategies that will ensure that the company captures sufficient numbers of the appropriate market segment to be sustainable, profitable, and scalable.</p> <p>2.6 Explain the way administrators can use financial accounting information to communicate effectively.</p>

<p>3. Demonstrate knowledge and understanding of legislative requirements in the hospital environment.</p>	<p>3.1 Investigate compliance and implementation requirements which are applicable to relevant healthcare legislation in line with hospital and specialization requirements.</p> <p>3.2 Apply concepts, principles, and practices of legal aspects of business in the context of the operational environment.</p> <p>3.3 Investigate ethical conduct and governance issues to support informed ethical decisions based on appropriate ethical values and approaches.</p>
<p>4. Exhibit an understanding of economic concepts, principles, and theories from a hospital perspective.</p>	<p>4.1 Discuss the concepts, principles theories of the environment in terms of market structure and economic determinants.</p> <p>4.2 Analyze the role of government in the healthcare systems in relation to its impact on hospital.</p> <p>4.3 Analyze the concepts, principles, and theories of Hospital economics in terms of management implications.</p> <p>4.4 Apply essential economic theory in relation to hospital administration and management implication from a Botswana perspective.</p>
<p>5. Display accountability of own results and of others too.</p>	<p>5.1 Apply the essential traits and skills that is needed to start a business.</p> <p>5.2 Conduct oneself professionally and accept accountability for own results and those of others.</p> <p>5.3 Apply values and beliefs of professional management in all business interactions.</p> <p>5.4 Respect other stakeholders while doing business.</p>
<p>6. Apply an appropriate application, tools, and</p>	<p>6.1 Identify and explain complex problems and risks that affect enterprises and Administration.</p>

<p>techniques to solve complex and unpredictable problems.</p>	<p>6.2 Solve administration and entrepreneurial challenges and risks analytically.</p> <p>6.3 Integrate knowledge from various disciplines or modes of enquire in solving problems.</p> <p>6.4 Use ethical professional practice principles when solving the challenges faced.</p>
<p>7. Manage the different functional areas of administration which ultimately form a synergistic whole that directs a business towards its goals.</p>	<p>7.1 Discuss the use of resources in the decision-making process.</p> <p>7.2 Apply functional principles in hospital Administration.</p> <p>7.3 Differentiate the relationship between different Administration functions and management.</p> <p>7.4 Discuss management of Change and Corporate governance issues.</p> <p>7.5 Compare the relationship between different managerial functions, not limited to Project management, logistics, distribution, and procurement.</p> <p>7.6 Discuss the scope and challenges of Hospital healthcare systems administration.</p>
<p>8. Solve entrepreneurial problems through research and critical data analysis.</p>	<p>8.1 Undertake an independent survey, researching a topical problem or Healthcare aspect.</p> <p>8.2 Ensure consistency and linearity between research ideas, objectives, questions, design, and methods.</p> <p>8.3 Apply the qualitative and quantitative approaches to research, as appropriate.</p> <p>8.4 Demonstrate understanding of the different research design methodologies and their respective suitability to study objectives.</p> <p>8.5 Review current literature in a specialized hospitals area and critically analyze and synthesize contending theoretical standpoints.</p>


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	<p>8.6 Apply Descriptive and Inferential statistics to gain insight into the unknown business phenomenon.</p> <p>8.7 Draw conclusions and recommendations based on findings.</p>
<p>9. Communicate effectively using appropriate skills and technologies to different audiences in the field of Hospital administration.</p>	<p>9.1 Use oral and written forms of communication in performing work related tasks.</p> <p>9.2 Communicate ideas and information pertaining to Administration in a professional manner.</p> <p>9.3 Present persuasive arguments that are grounded in a critical theoretical and practical context.</p> <p>9.4 Describe the nature of communication and its function in an organization.</p> <p>9.5 Use the relevant technology for the purpose of more efficient communication level.</p>

SECTION C	QUALIFICATION STRUCTURE					
COMPONENT	TITLE	Credits Per Relevant NCQF Level				Total (Per Subject/ Course/ Module/ Units)
		Level [5]	Level [6]	Level [7]	Level [8]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Computer and its essentials 1	5	---	---	---	10
	Computer and its essentials 2	---	6	---	---	10
	Human Biology 1	5	---	---	---	20
	Human Biology 2	---	6	---	---	20
	Academic writing for STEM	---	6	---	---	10
	Fundamentals of Accounting	5	---	---	---	10
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Introduction to Global health	5	---	---	---	10
	Principles of management	---	6	---	---	10
	Health Database management system	---	6	---	---	20

	Principles of Hospital administration	---	6	---	---	10
	Medical Records Department	---	6	---	---	10
	Hospital services management-core, support and utility	---	6	---	---	10
	Health Ethics, Law, and policy	---	6	---	---	10
	Health Informatics	---	6	---	---	10
	Epidemiology	---	6	---	---	20
	Research Methodology	---	6	---	---	10
	Organizational Behavior	---	---	7	---	10
	Material management in hospitals	---	---	7	---	10
	Health Economics	---	---	7	---	10
	Research trends in Hospital administration	---	---	7	---	10
	Ethical and legal issues in administration	---	---	7	---	10
	Strategic Management	---	---	7	---	10
	Medical Terminology	---	---	7	---	20

	Health insurance and policies	---	---	7	---	10
	Risk Management	---	---	7	---	10
	Patient care and safety in hospitals	---	---	7	---	10
	Medical Statistics	---	---	7	---	20
	Disease coding and CPT	---	---	7	---	20
	Healthcare quality management	---	---	7	---	10
	Research project 1	---	---	7	---	10
	Professional practice	---	---	7	---	40
	Human Resource Management	---	---	7	---	10
	Research Project 2	---	---	---	8	20
	Entrepreneurship and Innovation	---	---	---	8	20
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Environmental health and safety	---	6	---	---	10
	Disaster management	---	6		---	10
	Public and community health	---	---	7	---	10
	Personal and professional development	---	---	7	---	10

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

<i>NCQF Level</i>	<i>Credit Value</i>
Level 5	50
Level 6	160
Level 7	230
Level 8	40
TOTAL CREDITS	480

Rules of Combination:

The credit combination for this qualification is 80 from fundamental components, 380 from core components and the remaining 20 (two courses) is from elective components. The total credits add up to 480 credits.

ASSESSMENT ARRANGEMENTS

This qualification is assessed as follows:
 The formative assessment contributes 40% towards the final grade.
 The summative assessment contributes 60% towards the final grade.

MODERATION ARRANGEMENTS

Both internal and external moderation will be done in-line with the Moderation policy of the Institution. The assessment and moderations shall be done by registered and accredited assessors and moderators.

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RECOGNITION OF PRIOR LEARNING

Candidates may apply for recognition of prior learning whether such learning has been gained through formal study, through workplace learning, or through any other formal or informal means. Any candidate applying for recognition of prior learning (RPL) or Credit Accumulation and Transfer (CAT) will be expected to provide evidence of such learning that must be relevant, sufficient, valid, verifiable, and authentic.

Provision of RPL for award of the qualification will be in line with the National RPL Policy.

CREDIT ACCUMULATION AND TRANSFER

A clear framework through which students can accumulate learning credits and transfer such credits toward appropriate qualifications helps to validate and recognize learning gained through formal and informal means, provides flexibility to students, and allows students to progress relatively seamlessly through their lifelong learning journey. Credit transfer Will be applied in line with National Credit Accumulation and Transfer (CAT) Policy.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Vertical:


Completion of the Bachelor of Science (Hospital Administration) meets the requirement for admission to bachelor's degree Honors or Post-Graduate Diploma or Post-Graduate Certificate (NCQF level 8) in the same or a related field such as:

- Health Information management.
- Occupational health safety and Environmental Health.
- Nutrition.
- Community Health.
- Health care Management.
- Health care Administration.
- Health informatics.

Horizontal:

Students can pursue other qualifications such as

- BSc in Health Information management.


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- BSc in Occupational health safety and Environmental Health.
- BSc in Nutrition.
- BSc in Health care Management.
- BSc in Health care Administration.
- BSc in Health informatics.
- BSc in Paramedics.

Employment Pathway:

Graduates have employment opportunities in government and non-government medical and general health services, and in health research organizations. Graduates have opportunities in hospitals, medical or pharmaceutical sales, community organizations, medical research, wellness centers, insurance companies, health advocacy and navigation, mid-level management and public health agencies. A Hospital Administration degree is a stepping-stone towards a number of high gratifying jobs including:

- Health manager.
- Office manager.
- Practice administrator.
- Program administrator/Manager.
- Healthcare Administrator.
- Healthcare Management Practitioner.
- Clinical Management.
- Management Consultant.
- Health Insurance Professional.
- Health Information Manager.
- Public Health Professional.
- Managed Care Analyst.
- Hospital Director of Admitting.
- Pharmaceutical Sales Manager.
- Health IT manager .

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QUALIFICATION AWARD AND CERTIFICATION


The learner will be awarded '**Bachelor of Science (Hospital Administration)** after attaining 480 credits as specified in the rules of combination and credit distribution. This qualification does not have exit awards. Therefore, if the candidate does not meet the prescribed minimum standards of the qualification the learner will exit with a transcript.

REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification was benchmarked with various universities running a similar Qualification. The following universities and their qualifications were taken into consideration during the benchmarking exercise:

- REGIONALLY:** Africa University, Zimbabwe.
INTERNATIONALLY: Saint Leo University, FL, USA
University of Phoenix, USA.

Regional: African University, Zimbabwe- Bachelor of Science in Health Services Management:
African University offers a four (4) year BSc in Health Services Management for full time students. The qualification admits students with a minimum grade of five "O" level subjects or equivalent, with no less than credit level passes in English Language, Mathematics and any three of the following subjects: Biology, Chemistry, Physics, Physics with Chemistry, Geography, Statistics, Integrated Science, Computer Studies, Business Studies, Accounting, Commerce, or at least two subjects at advanced level from recognized examination boards or equivalent qualifications in the following subjects : Biology, Geography, Chemistry, Physics, Statistics, Accounting, Economics, Mathematics/applied Mathematics, Management of Business.

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Both the qualifications offer Internship in Semester 8. However, the African University Qualification will have industry and community-related projects from Year 2 to Year 4 as components of practical-oriented. The African University student is awarded the degree after passing all core and elective modules amounting to 135 credit hours.


Similarities and Differences:

- The proposed qualification has a total of 60 credits per semester leading to 480 credits in total. African University has a total of 135 credits hours per semester leading to 1080 credits in total.
- Modules of this Qualification are either 20 credits or 10 credits whereas African University, Modules are either 15 or 19 credits hours.
- The proposed qualification is 4 years long. The students must take one elective module in Year 3 Sem 5 whereas there are no electives in the African university.
- In the proposed Qualification, the research modules are done in Year 3 Sem 6 and Year 4 Sem 7 whereas in African University the research module is done in the 4th year 4- Sem 1.

International: Saint Leo University, Florida - Bachelor of Science in Health Care Administration

Similarities & Differences:

- Both the qualifications have similar modules such as health care financial management, managerial economics, accounting, healthcare management systems, though the names differ but the content is same.
- Saint Leo University offers full-time or online mode of delivery, while the proposed qualification will be offered by face to face or blended and distance learning. Students at Saint Leo university spend the entire semester at an internship site and may earn 3-12 credit hours for the experience depending on their work schedule.
- Both the Qualification has Internship, but the proposed qualification's Internship module has is 40 Credits whereas Saint Leo University has 3-12 Credits hours.

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International: University of Phoenix, USA -BSc in Hospital Administration

Similarities and Differences:

- University of Phoenix, USA offers a four-year BSc degree in Hospital Administration, which is similar to the duration of the proposed qualification.
- The proposed qualification has an internship module, which is a mandatory module to complete the qualification, whereas in the University of Phoenix it is optional. However, the Qualification will have industry and community-related projects from Year 2 to Year 4 as components of practical-oriented modules.
- The University of Phoenix qualification is awarded after completion of a total of 120 Credits. In the proposed Qualification, student needs to complete core and elective modules amounting to 480 credits.

REVIEW PERIOD

5 Years