QUALIFICATION SPECIFICATION					
					SECTION A
QUALIFICATION DEVELOPER			Boitekanelo College		
TITLE		Bachelor of Arts in Healthcare Service Management		**NCQF LEVEL**	7
FIELD		Health and Social Services	**SUB-FIELD**	Healthcare Management	
New qualification		✓		**Review of existing qualification**	
SUB-FRAMEWORK		General Education	TVET	Higher Education	✓
QUALIFICATION TYPE		Certificate	Diploma	Bachelor	✓
		Bachelor Honours	Master	Doctor	
CREDIT VALUE				480	

1.0 RATIONALE AND PURPOSE OF THE QUALIFICATION

Rationale

Healthcare systems across the world continue to evolve, especially the role of hospital managers and administrators which has remained relatively obscure and therefore neglected. Globally, opportunities for healthcare management professionals are expected to grow during the next 20 years as a result of greater needs of healthcare consumers (International Hospital Federation, 2015). In 2015, Botswana spent 5.8% as a percentage of the country's GDP on healthcare (WHO, 2017). The 2017 budget speech shows P6.59 billion or 16.6% of the total ministerial current budget for the Ministry of Health and Wellness (Budget Speech 2017). It is therefore reasonable to argue that with such a portion of the country's GDP spent on healthcare (and expected to continue growing due to burgeoning demand for health services, population health needs and rising healthcare costs) the pressure for enhanced management capacity will continue to grow.

In addition, there is growing evidence that efficient and effective use of resources and the quality of healthcare services provided is improved by enhancing the management capacity of individual leaders and teams in healthcare organizations (Nugent, 2016). One of the main challenges facing healthcare leadership and management is shortage of relevant skills and competencies of personnel working in both private and public healthcare institutions. There are many who are qualified/trained in traditional (general) business and management courses with no training that prepares them for the healthcare industry. In two of her studies, Seitio-Kgokgwe (2014 & 2016) found that (administrators) and managers at the Ministry of Health lack requisite knowledge of healthcare environment, financial, strategic management, and business principles for

improved performance of the health sector. The HRDC has also recently indicated that training in Public Health, aimed at providing skills/specialties in healthcare management and health economics, is a key priority for the human resource for health sector (HRDC, 2015).

Purpose

The purpose of the proposed qualification is to produce Healthcare administrators and professionals with knowledge, skills and requisite competences in:

- effective and efficient management of healthcare organizations at different levels of the health system.
- communication and relationship management.
- Leadership.
- administration.

2.0 ENTRY REQUIREMENTS (including access and inclusion)

Minimum Entry Requirements

NCQF Level IV, Certificate IV or equivalent shall be required for candidates to be accepted into Bachelor of Arts in Healthcare Service Management.

Recognition of Prior Learning/Credit Accumulation Transfer (CAT)

Applicants who do not meet the above criterion but possess relevant industry experience may be considered using RPL and CAT systems in accordance with relevant national and ETP policies for access.

3.0 QUALIFICATION SPECIFICATION	
	SECTION B
GRADUATE PROFILE (LEARNING OUTCOMES)	**ASSESSMENT CRITERIA**
3.1 Demonstrate knowledge and understanding of the healthcare environment.	3.1.1 Identify the different levels of the healthcare system.
	3.1.2 Explain the health system and the environment in which it operates.
	3.1.3 Identify and assess requirements for healthcare organizations.
	3.1.4 Describe the roles of governmental, regulatory, professional, and accreditation agencies related to healthcare and their effect on clinical and financial information.
	3.1.5 Recognize and use healthcare and medical terminology appropriately.
	3.1.6 Apply quality principles and theories for improving healthcare outcomes.
	3.1.7 Interpret funding and payment mechanisms in healthcare.
	3.1.8 Describe the different characteristics and services of different types of healthcare organizations.
	3.1.9 Apply knowledge and understanding of various support services to relevant healthcare settings/organizations.
	3.1.10 Assess critical issues affecting healthcare workforce.
	3.1.11 Recognize the roles and expectations of clinical and non-clinical personnel in healthcare organizations.
	3.1.12 Understand the roles of various stakeholders in the healthcare industry.
	3.1.13 Identify and apply quality management system that leads to the improvement of health care delivery and ensures patient safety.
	3.1.14 Articulate various delivery systems and patient care models and the advantages/disadvantages of each.

		3.1.15 Evaluate healthcare trends including epidemiological transitions, technological advances.
3.2	Demonstrate Communication and Relationship Management.	3.2.1 Apply various and relevant strategies to communicate clearly and concisely.
		3.2.2 Practice and value shared decision making in group work.
		3.2.3 Assert individual views in non-threatening, non-judgmental ways.
		3.2.4 Develop and maintain trusting and collaborative relationships with peers and Lecturers.
		3.2.5 Apply effective written, oral communication and presentation skills.
		3.2.6 Produce cogent and persuasive written materials to address healthcare issues.
		3.2.7 Identify and use appropriate technical resources to develop and deliver communication.
		3.2.8 Use and analyze factual data to produce credible reports.
		3.2.9 Participate in group, team and class discussions.
		3.2.10 Apply knowledge to develop business communications including meeting agendas, minutes and reports.
3.3	Demonstrate leadership and management skills in different levels of the organization.	3.3.1 Evaluate leadership theories, styles and techniques, and their situational application.
		3.3.2 Understand and identify effective governance structures for healthcare organizations.
		3.3.3 Write reflective essays to explain various leadership and management experiences and skills.
		3.3.4 Identify various methods of decision-making.
		3.3.5 Critically analyze financial and organizational issues
		3.3.6 Apply knowledge for assessing and building effective organizational culture.
		3.3.7 Identify effective ways of building organizational systems.
		3.3.8 Discuss various aspects of diversity in organizations.
		3.3.9 Practice ability to engage others in creating shared vision

			and motivation.
		3.3.10	Explain key concepts in change management and organizational behavior.
		3.3.11	Assess different scenarios to apply effective continuous organizational learning/improvement.
		3.3.12	Design/develop relevant plans and strategies for overcoming organizational obstacles.
		3.3.13	Apply relevant monitoring and evaluation concepts/principles to manage organizational performance.
		3.3.14	Apply health planning techniques for health services design.
		3.3.15	Explain systems thinking in healthcare management.
3.4	Demonstrate Professionalism in healthcare delivery.	3.4.1	Memorize professional codes of ethical behavior as related to the field of healthcare management.
		3.4.2	Role-play a high level of emotional intelligence in day-to-day interactions with peers and Lecturers.
		3.4.3	Discuss healthcare workers' rights and responsibilities.
		3.4.4	Appraise ethical business principles.
		3.4.5	Identify key concepts for ethical conduct, behavior and attitude in the workplace.
		3.4.6	Articulate the application of ethical principles to business/organizational operations.
		3.4.7	Identify legal and regulatory standards in the workplace and in healthcare.
		3.4.8	Recognize and value different viewpoint in classroom and other areas.
		3.4.9	Identify and discuss ways of developing loyalty and commitment among peers.
		3.4.10	Understand the value of life-long learning.
3.5	Develop business skills and knowledge in the healthcare industry.	3.5.1	Describe general accounting principles; define basic accounting terms; analyze financial statements.

	3.5.2 Apply marketing skills and tools relevant for healthcare organizations and health.
	3.5.3 Integrate information from various sources for decision making and to make recommendations.
	3.5.4 Analyze current ways of doing healthcare business.
	3.5.5 Apply problem-solving techniques/philosophies to the business of healthcare.
	3.5.6 Identify and analyze contemporary cost drivers in healthcare.
	3.5.7 Describe and apply different techniques required for facilities management; inventory control systems; procurement systems etc.
	3.5.8 Define key concepts in business skills and tasks including accounting; financial management; economics etc.
	3.5.9 Recognize techniques and ways of developing business operation plans in line with organizational strategic plans.
	3.5.10 Apply knowledge for designing business monitoring processes for effective and efficient healthcare operations.
	3.5.11 Utilize project management skills and tools.
	3.5.12 Utilize basic accounting principles; financial management and financial analysis principles; operating budget principles and reimbursement methodologies.
	3.5.13 Articulate business models for healthcare organizations and fundamental concepts of economics.
	3.5.14 Articulate financial implications of patient care decisions on healthcare costs
	3.5.15 Understand key components and functions under the supply chain process in/for healthcare organization.

4.0 QUALIFICATION STRUCTURE			
			SECTION C
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	**Title**	**Level**	**Credits**
	Basic Computer Applications	5	10
	Communication and Study Skills	5	10
	Entrepreneurship	6	10
	Biostatistics	7	12
	Research Methods I	6	12
	Research Methods II	7	12
	Research Project	8	30
CORE COMPONENT Subjects / Units / Modules /Courses	Introduction to Healthcare Management	6	12
	Legal Aspects of Healthcare	6	12
	Introduction to Financial Accounting	6	12
	Principles of Economics	6	12
	Human Resource Management	6	12
	Organizational Behavior	6	12
	Financial Management	6	12
	Record Keeping & Management	6	12
	Purchasing Supply Chain Management	6	12
	Principles of Marketing	6	12
	Operations Management	6	12
	Health Insurance, Medical Billing & Coding	6	12
	Work-integrated learning	7	60
	Public Health Administration	7	12
	Risk Management	7	12
	Management Practices	5	12
	Quality Management in Healthcare	7	12
	Health Information Systems	7	24
	Health Economics	7	12
	Project Management	7	12
	Strategic Management in Health Care	7	12

	Health Planning, Monitoring & Evaluation	**7**	**12**
	Principles of Epidemiology	**7**	**12**
	Introduction to Counselling	**7**	**12**
	Disaster Management	**7**	**12**
	Health Care Professionalism	**7**	**12**
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Environmental Health	**7**	**12**
	Equipment and Fleet Management	**7**	**12**
	Hospital Management	**7**	**12**

Rules of combinations, Credit distribution (where applicable):
Fundamental Component: 96   **Core Component**:   372   **Elective Component**:   12   Learners choose any 1 elective course from the above areas of electives to accumulate a total value of **480 Credits** for the qualification.

5.0 ASSESMENT AND MODERATION ARRANGEMENTS
Assessment Arrangements   Assessment will be through different instruments, such as written assignments, tests, examination, and Industrial Attachment (Work Integrated Learning).   Contribution of the final marks is **50% formative** and **50% summative** assessments.   **Moderation Arrangements**   The following shall apply for both internal and external moderation.   Internal moderation requirements and External moderation requirements shall be carried out in accordance with relevant national and ETP based policies and guidelines.   Professional registration and accreditation   All assessors and moderators must be registered and accredited with BQA or any other recognized authority.

6.0 RECOGNITION OF PRIOR LEARNING (if applicable)

Candidates may submit evidence of prior learning and current competence and/or undergo appropriate forms of Recognition of Prior Learning (RPL) assessment for the award of credits towards the qualification in accordance with applicable 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.

7.0 PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

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

Graduates of this qualification may consider pursuing related qualifications (at this level) such as:

- Bachelors in Public Health Management,
- Bachelors in Health Care Administration,
- Bachelors in Health Information Management,
- Bachelors in Health Economics.

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

Graduates may progress to higher level qualifications such as:

- Master's in Healthcare Management,
- Master of Public Health,
- Master of Healthcare Administration,
- Maters in Health Informatics,
- Master's in Health Economics,
- Master's in Health Policy and Management

Employment Opportunities

Graduates will have requisite competencies and attributes to work as:

- Community Health Coordinators,
- Medical Coders,
- Hospital Managers/Administrators,
- Hospital Chief Executive Officers,
- Health service Managers,

- Programme Coordinators,
- Programme Manager &
- Operations Managers.

8.0 QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification.

To be awarded the qualification of Bachelor of Arts in Healthcare Service Management, candidates should meet all prescribed requirements, including 480 credits comprising of coursework, research project and work-based learning.

Upon completion of the qualification, graduates will be awarded a certificate for the award.

9.0 REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification compares with the following:

Africa University in Zimbabwe offers a BSc in Health Care Management. This qualification aims to produce managers who can plan, efficiently manage facilities and programmes that exist at all levels of the health services. Graduates must have knowledge of public health and principles of management of resources be it in the public or private sector, financial and human resources management, programme evaluation and the interpretation of findings.

University of South Africa (UNISA) offers a BSc in Health Science (Health Service Management) designed to equip students with the necessary psychological and social knowledge, attitudes, skills and applied competence to be trained on postgraduate level in various contexts.

Kenyatta University offers a Bachelor of Health Service management that exposes students to public health informational issues and problems. This gives them adequate knowledge & skills to deal with public health matters.

St Louis University (SLU) in USA, offers master's in health administration with a practice-integrated education. Students are transformed into knowledgeable, ethical professionals prepared for a range of management careers across the health sector. SLU prepares graduates to lead, manage and administer health services at hospitals, as well as private and public health care systems.

Webster University in USA offers master's in health care management. The Program is designed to provide graduates with knowledge and skills needed to stay at the forefront of this ever-changing field. Students will learn how to analyze situations and develop solutions to multifaceted health care management problems as they fit within the current medical, business, and governmental regulations.

In general, the qualifications offered in the numerous countries mentioned above highlights development and improvement of competencies, impacting knowledge, development of skills and leadership for managing healthcare facilities.

Although the qualifications examined follow similar and related standards, there are some limited differences. What is worth noting is that all assessed programs have similar modules as well as the duration of the program (at undergraduate level).

Information provided above also indicates that this qualification compares well with all other qualifications reviewed at 5 different institutions since the exit outcomes cover similar scope and depth and are aligned to similar exit-level descriptors. Additionally, this type of qualification aligns with competency requirements for registration and accreditation by professional bodies (internationally), including the newly developed Kenya National Education Qualification Authority (NEQA), South African Institute of Health Care Managers, American College of Healthcare Executives and Australasian College of Health Services Management.

However, what sets the proposed qualification apart from the qualifications examined, is that there is a deliberate focus of designing the qualification around key competencies that are also recognized internationally, such as leadership and management, knowledge of healthcare environment as well as business knowledge and skills.

10.0 REVIEW PERIOD

This qualification will be reviewed every 5 years in line with the NCQF Regulations.