

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION						
SECTION A						
QUALIFICATION DEVELOPER			Boitekanelo College			
TITLE	Bachelor of Science in Health Promotion and Education				NCQF LEVEL	7
FIELD	Health and Social Services		SUB-FIELD	Health Promotion and Education		
New qualification	√	Review of existing qualification				
SUB-FRAMEWORK	General Education			TVET		Higher Education
QUALIFICATION TYPE	Certificate			Diploma		Bachelor
	Bachelor Honours			Master		Doctor
CREDIT VALUE					490	
RATIONALE AND PURPOSE OF THE QUALIFICATION						
<p>Rationale</p> <p>According to World Health Organisation (1986), Health promotion is the process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behaviour towards a wide range of social and environmental interventions. Whilst Health education is defined as any combination of learning experiences designed to help individuals and communities improve their health, by increasing their knowledge or influencing their attitudes. Health promotion enables people to increase control over their health risks and their determinants, and thereby improving their health outcomes. In that regard, health promotion is a public good and ultimately a justifiable social investment which produces desired health (well-being) and development outcomes across population groups.</p> <p>The government of Botswana like other African countries, is currently focusing on the revitalization of Primary Health Care, which is seen as the key driver for universal health care coverage & ultimately health for all (Vision 2036 report, Integrated Community based health services draft report & National health policy, 2012). Furthermore, as Botswana continues to fight HIV/AIDS, emerging non-communicable diseases (cancers, diabetes mellitus, and cardiovascular diseases) and other preventable diseases from all fronts, it has become imperative that more attention be directed towards community empowerment which can only be achieved through enhancing life skills through professionals trained at a higher level in Health Promotion & Education.</p> <p>Moreover, the Human Resource Development Council (HRDC) has identified this cadre as critical in the country, (HRDC report, 2016). Against this backdrop, the department of Health Promotion and Education</p>						

(HPE) initially offered an accredited Certificate in Public Health Education programme. At this stage, there is no institution offering a BSc in HPE in Botswana. Therefore, a BSc in HPE which commenced, August 2013 afforded Diploma graduates an opportunity to articulate to Degree.

Purpose

The purpose of the Bachelor of Science in Health Promotion and Education is to produce graduates who are competent to do the following:

- design, implement and evaluate interventions that enable individuals, families, groups, organizations and communities to play active roles in achieving, protecting and sustaining health.
- Effectively develop and deliver health promotion programs.
- Manage people and teams.
- Effectively Conduct Research.

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 BSc Health Promotion and Education.

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 CATS policies for access.

QUALIFICATION SPECIFICATION		SECTION B
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA	
1 Able to integrate and apply foundational, scientific principles and concepts that can form the basis for professional judgment.	1.1 Solve behavioural and Environmental health problems in the communities. 1.2 Establish a rapport and build collaborative relationship with the communities and groups. 1.3 Make principled decisions in academic and professional spheres. 1.4 Able to integrate theory and practice in the community and workplace environment.	
2 Able to communicate effectively with diverse stakeholders individually and in group settings using verbal, written, and electronic modes of communication.	2.1 Plan and implement health promotion programs. 2.2 Formulate departmental strategic and implementation plans. 2.3 Apply relevant public health, community and environmental legislation, policies, and codes of practice.	
3 Participate in lifelong learning.	3.1 Demonstrate competency to engage in lifelong and independent learning through continuous professional development courses and workshops/seminars.	
4 Apply evidence-based research to advocate for social change, promote good health and wellness for individuals and populations.	4.1 Be able to conduct a scientific research. 4.2 Conduct community health needs assessment. 4.3 Develop interventions for health promotion. 4.4 Prepare presentations for different audiences.	
5 Demonstrate professionalism, management, and leadership.	5.1 Interact appropriately with people from diverse backgrounds. 5.2 Able to lead a team and being an effective team player. 5.3 Accept constructive criticism and take responsibility for their actions. 5.4 Prepare financial and manpower budgets.	

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<p>6 Plan and Implement Health Promotion and Education programs</p>	<p>6.1 Design health and media campaigns using behavioural change theories.</p> <p>6.2 Utilize selected programme planning models in developing health. education/promotion programmes.</p> <p>6.3 Develop a sustainable health education/promotion programme.</p> <p>6.4 Mobilize various stake holders in promoting and implementing school health programs.</p>
<p>7 Evaluate effectiveness of Health Promotion and Education programs.</p>	<p>7.1 Utilize the different tools of evaluation to assess effectiveness on implemented interventions.</p> <p>7.2 Critically analyse health promotion and education activities in terms of underlying assumptions and ideology.</p> <p>7.3 Sample, analyse, interpret and communicate results to relevant stakeholders.</p>
<p>8 Assess individual and community needs for Health Promotion and Education</p>	<p>8.1 Apply the main strategies of health promotion and education, the theory and principles underlying them, and their applications.</p> <p>8.2 Assess the major determinants of health and their implications to Health Education.</p> <p>8.3 Understand the terminology in vital statistics and epidemiology.</p> <p>8.4 Know how to calculate and interpret prevalence, incidence, odds ratio, risk difference, attributable risk, and relative risk</p>

QUALIFICATION STRUCTURE			
			SECTION C
FUNDAMENTAL COMPONENT	Title	Level	Credits
Subjects / Units / Modules /Courses	Communication and study skills	5	12
	Basic Computer Applications	5	12
	Anatomy and Physiology	5	16
	Medical Microbiology	5	16
	Introduction to Public Health	5	10
	Research Methods I	6	16
	Research Methods II	7	20
	Research Project	8	30
CORE COMPONENT			
Subjects / Units / Modules /Courses	Communicable and Non-Communicable Diseases	5	10
	Community Health & Field Attachment I	7	26
	School Health & Field Attachment I	6	24
	Sexual and Reproductive Health	5	12
	Fundamentals of Health Promotion and Education	5	10
	Introduction to Psychology	6	12
	Program development	6	14
	Health Services Management	6	12
	Biostatistics	6	12
	Principles of Epidemiology	6	12
	Environmental Health	6	12
	HIV/AIDS Prevention strategies	6	10
	Field Attachment II	7	60
	Nutrition and Health	7	12
	Group Dynamics	7	10
	Health Information Systems I	7	12
	Theories and Determinants of Human Behaviour	7	10
	Sociology and Social Anthropology	7	12
	Alternative Medicine	7	10
	Public Health Administration	7	9

	Mental Health	7	9
	Organizational Behaviour	7	12
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Project Management	7	12
	Health Planning, Monitoring and Evaluation	7	12
	Health Information Systems II	7	12
	Health Care Professionalism	7	12
	Entrepreneurship	7	12

Rules of combinations, Credit distribution (where applicable):

Fundamental Component: 135

Core Component: 319

Elective Component: 36

Learners can choose any three from the above areas of electives to accumulate a value of **490 Credits**.

ASSESSMENT AND MODERATION ARRANGEMENTS

Assessment Arrangements

Program assessment is through written Assignments, Tests, Exam, 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 and External moderation shall be carried out in accordance with national and provider moderation policies and guidelines.

Professional registration and accreditation

All assessors and moderators must be registered and accredited with BQA or any other recognized authority.

RECOGNITION OF PRIOR LEARNING (if applicable)

Recognition of Prior Learning (RPL) will apply for assessment and award of credits towards the qualification in accordance with applicable national and provider RPL policies and guidelines.

Implementation of RPL shall also be consistent with requirements, if any, prescribed for the field or subfield of study by relevant national, regional or international professional bodies.

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 NCQF level 7 & 8) where exemptions and credits may apply in the health care services, education and management sectors such as (but not limited to):

- Bachelor's in Public Health
- Bachelor's in Occupational Health & Safety
- Bachelor's in Health Service Management
- Bachelor's in Environmental Health.

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

Graduates may progress to higher level qualifications such as:

- Masters' Degree in Public Health
- Master of Science in Health Promotion and Education,
- Master of Science in Health and Wellness.
- Master of Science in Occupational Health

Employment Pathway

- Health promotion officer in the Ministry of Health and Wellness.
- Health and Wellness officer in Banks, Private companies, Parastatals like Botswana Power Corporation, Water Utilities, District Councils.
- Safety adviser in Mining and construction companies.
- Community Development officer in non-governmental organizations.
- Research officer in research institutions.
- Sports and recreation officer in private organizations, schools, colleges, or football clubs

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification

Candidates meeting prescribed requirements will be awarded the qualification in accordance with standards prescribed for the award of the qualification and applicable policies. For candidates to exit with a Bachelor of Arts in Health Promotion & Education they must meet all prescribed minimum requirements, including accumulating a minimum of **490 credits** comprising of course work, a total of three (3) months of work integrated learning and a Research component up to proposal writing.

REGIONAL AND INTERNATIONAL COMPARABILITY

REGIONAL COMPARABILITY

1. University of Walter Sisulu in South Africa offers Bachelor of Science in Health Promotion in (NQF Level 7) worth 376 credits which develops competencies in comprehensive assessment of communities, planning & development of relevant health promotion programs. Candidates are also expected to exit with managerial & research skills. The programme is offered over a duration of three (3) years with Recognition of Prior Learning- Diploma holders. (<http://www.wsu.ac.za/waltersisulu/wp-content/uploads/2014/01/WSU-Faculty-of-Health-Sciences-2017.pdf>).
2. University of Ibadan, Nigeria offers MPH with special emphasis on Health Promotion & Education & PhD in Health Promotion and Education <https://www.com.ui.edu.ng/index.php/en/education/faculties/public-health/health-promotion-and-education>.
3. Mount Kenya University, Kenya offers a Bachelor of Science in Health Education & Promotion which develops competence in planning health promotion strategies, interventions & programmes <http://publichealth.mku.ac.ke>.

INTERNATIONAL COMPARABILITY

- 1 American University in the USA offers Bachelor of Science in Health Promotion, worth 480 Credits, offered over a duration of 4 years. The programme produces candidates with competence to empower communities to have control over their health, assess clients, develop relevant health programs and demonstrate managerial and research skills. (<https://www.princetonreview.com/college/american-university-1023934>)
- 2 University of West London, United Kingdom offers a Bachelor of Science Honors Degree in Health Promotion & Public Health
- 3 Arizona University, USA offers a Bachelor of Science in Health Education & Promotion
- 4 Dalhousie University, USA offers Bachelor of Science in Health Promotion
- 5 South-eastern Lousian University, USA offers a Bachelor of Science in Health Education and Promotion

The benchmarking exercise has indicated that the Qualification matches theoretically and practically to other universities both regionally and internationally. The qualifications examined generally follow similar structures and standards, however, there are differences, though not very significant, in that, the BSc in Health Promotion & Education offered by Walter Sisulu University has less credits compared to ours, 376 credits as opposed to 480. Moreover, their degree is offered only for three (3) years as opposed to ours which is four (4) years long.

As noted above, this qualification generally compares well with all the qualifications studied since 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. However, what sets the proposed qualification (BSc in Health Promotion & Education) apart from the qualifications examined, is that there is provision for development of strong managerial & research skills which prepares the graduate to function competently in diverse and demanding settings. The qualification also focuses on key competencies that are recognized internationally.

REVIEW PERIOD

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