

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

SECTION A: QUALIFICATION DETAILS															
QUALIFICATION DEVELOPER (S)		Botswana Open University Gaborone University College of Law and Professional Studies Kanye Seventh Day Adventist School of Nursing													
TITLE	Bachelor of Science in Public Health											NCQF LEVEL	7		
FIELD	Health and Social Services		SUB-FIELD		Public Health						CREDIT VALUE	480			
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>Despite Botswana's free access to health care services and an impressive reduction in morbidity and mortality cases across all populations, it is still faced with significant challenges of deteriorating health status of the population; on-going escalation of the health care budget; and issues of timely access to health care services (MOH, 2009).</p> <p>The underlying mission of public health is to improve the conditions and behaviors that affect health in order for all people to attain it. That mission includes not only the practice of public health policy, but the research of public health issues and the education of future leaders who eventually will translate that research into practices and policies to improve the health of people nationally, regionally, and globally. Public Health has a potentially transformative role to play, given the emerging, re-emerging health issues and other life-threatening, complex conditions that place a great challenge on the health care system. The SDG 3, Health and wellbeing represents a unique opportunity to promote public health through an integrated approach to public policies across different sectors (The Vision for Primary Health Care in the 21st Century by the WHO, 2018).</p>															

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The Health and well-being (SDG 3) attempt to address the subsequent matters which were elevated by different countries in the world including Botswana. The Botswana, Ministry of Health and Wellness Integrated Health Service Plan (IHSP), 2010-2020 (2010) has identified principal issues or gaps to be addressed over the next 10 years, among them are “poor quality care, weak quality management and regulation in both public and private sectors, and weak sector-wide management” (p.24). Challenges also include untimely data collection, collation, analysis, interpretation, and dissemination of information. A shortage of trained and qualified staff remains one of the major bottlenecks towards the availability of quality health care in Botswana. Additionally, Monitoring and Evaluation is fragmented; as a result, tracking health outcomes, and measuring the impact of specific interventions is compromised (MoHW, 2010). For these gaps, MoHW (2010) espoused the key focus areas for Public Health in Botswana which are: preventive health, promotive health and rehabilitative services. Noticeably, the need for trained and qualified personnel in Public Health becomes a priority.

Following the MoHW, IHSP reports, the Human Resource Development Council (HRDC) as the body responsible for planning and funding for education and training, has undertaken a job task analysis and identified a list of top occupations in demand for Botswana. With reference to Health Sector Plan developed by Human Resources Development Council (HRDC) there is a need for public health resources personnel in the country to cater for emerging public concerns. Public health, health promotion and education are essential in managing public health matters such as prevention, health surveillance and control of disease outbreaks. To this end, Public Health as a specialization was among the occupations in demand especially in priority skills of Epidemiology, Biostatistics, Healthcare management, Health policy, Health Economics and Research (HRDC, 2016).

Furthermore, the Botswana Vision 2036 advocates for good health and wellness as basic human rights. However, Botswana is still facing a rise in lifestyle and non-communicable diseases. Based on the above premises, introducing undergraduate public health qualification would be greatly beneficial in the peripheral areas of the country, in schools, and in business communities where there is acute shortage of health care personnel, (Nkomaza, et al 2014; Anyangwe & Mtonga, 2007).

Purpose:

The purpose of this qualification is to develop personnel with specialized knowledge, skills and competencies in the Public Health field. Graduates of this qualification will be able to:

- Demonstrate knowledge in improving quality of life through application of health promotion and disease prevention.
- Promote health through population-based and personalized interventions, including action to address social determinants and health inequity.
- Apply skills such as communication (verbal & written), strong work ethics, teamwork initiatives, interpersonal skills, problem-solving, analytical and adaptability in the Public Health field.
- Examine the physical, chemical, biological and socio-cultural factors in the environment that impact community health and health behaviors.
- Facilitate access to inclusive, cost-effective care and evaluation of the effectiveness of care.
- Advance public health research to inform and influence policy and practice.

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- Monitor health determinants, risks, morbidity and mortality.
- Evaluate and strengthen health policies and systems to improve community and population health.

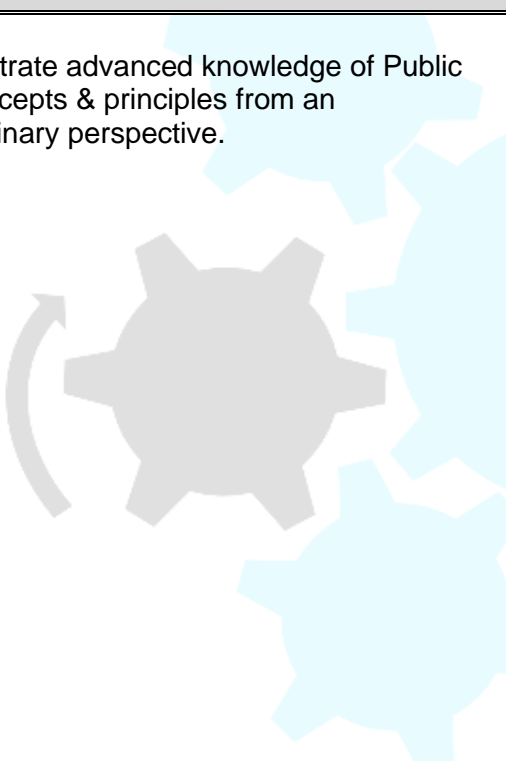
In conclusion, this qualification would therefore produce practitioners who could assume the roles of community health worker; health promotion officer, occupational health and safety officer, educator, researcher, public health policy development officer, disaster preparedness coordinator, case manager or investigator, health promotion and disease prevention programme or project manager; health facility manager and many more.

ENTRY REQUIREMENTS (including access and inclusion)

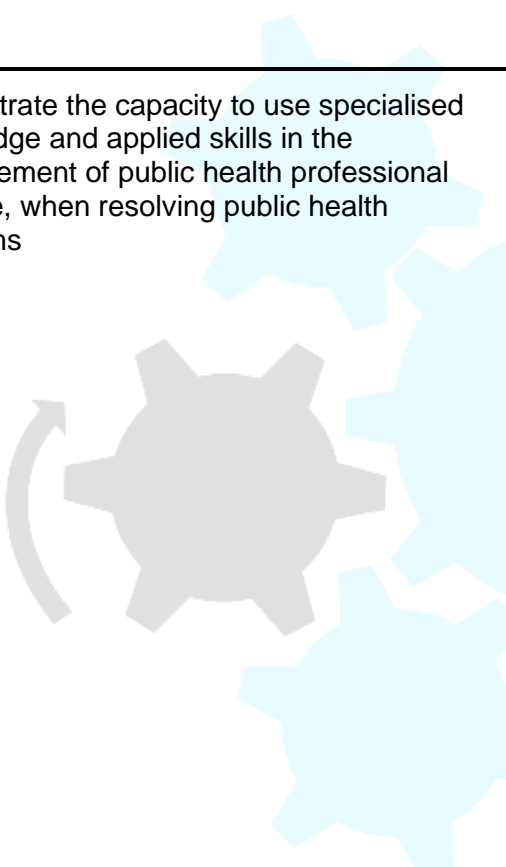
Minimum entry requirement:

- Certificate IV, NCQF Level 4 (General Education or TVET) or equivalent with passes in relevant subjects
- Access through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) will be provided through ETP policies in line with National RPL and CAT Policies.


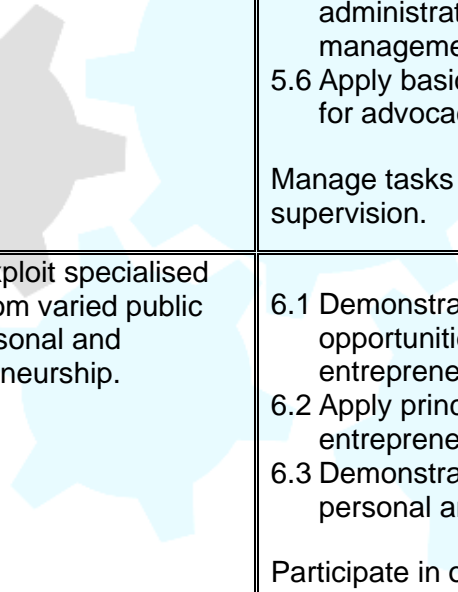
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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>1. Demonstrate advanced knowledge of Public Health concepts & principles from an interdisciplinary perspective.</p> 	<p>1.1 Explain science concepts underlying human health, diseases, and their link to Public Health</p> <p>1.2 Identify the leading causes of mortality, morbidity and health disparities among local, regional and global populations</p> <p>1.3 Demonstrate an understanding of biopsychosocial, behavioural and cultural concepts, processes, approaches and interventions that address major health-related needs and concerns of individuals and communities.</p> <p>1.4 Explore factors that influence population health, such as socioeconomic status, culture, genetics, family, school, and society.</p> <p>1.5 Explore issues concerning increasing nutrition-related illnesses in the world as well as precautionary measures that are required to avoid food poisoning.</p> <p>1.6 Demonstrate an understanding of core principles, approaches and interventions of Public Health, Health Promotion, Environmental Health, Occupational Health and Safety in relation to health care practice.</p>
<p>2. Apply a range of advanced technical processes and skills of improving quality of life through assessment and monitoring the health of communities and populations at risk.</p>	<p>2.1 Identify health needs of communities and establish cost-effective solutions</p> <p>2.2 Utilize appropriate epidemiological approaches to outbreak identification, investigation, and management</p> <p>2.3 Promote positive lifestyle choices through initiated health promotion program.</p> <p>2.4 Develop public health awareness campaigns.</p> <p>2.5 Monitor disease trends and risk factors within identified populations</p> <p>2.6 Analyse the application of general preventive and control principles in health areas, common communicable and non-communicable diseases and all other public health-related issues</p>

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	2.7 Appraise cultural differences among populations and interact sensitively, effectively, and professionally with persons from diverse backgrounds
3. Demonstrate the capacity to use specialised knowledge and applied skills in the advancement of public health professional practice, when resolving public health problems 	2.7 Appraise cultural differences among populations and interact sensitively, effectively, and professionally with persons from diverse backgrounds 3.1 Interpret and implement health policies in addressing national and global public health issues 3.2 Examine the physical, chemical and biological factors in the environment that impact community health and health behaviours 3.3 Employ monitoring and evaluation framework in executing public health projects and programmes 3.4 Apply problem-solving skills using evidence-based tools and analytical methods to create solutions to diverse and complex health problems. 3.5 Apply broad technical knowledge and skills in digital literacy and information technology to effectively locate information, analyse data and communicate findings. 3.6 Produce timely and accurate reports for a better understanding of health data and effective decision making. 3.7 Demonstrate knowledge and skills in the acquisition, storage, retrieval, use and communication of health information to different stakeholders within public health settings. 3.8 Identify and utilize appropriate tools in investigating public health issues in respective areas. Design a noble solution to solve an identified public health problem.
4. Apply advanced technical skills, tools, policies and strategies in the planning, marketing, implementation, and managing of successful public health programmes.	4.1 Employ effective health promotion programmes to positively influence social determinants of health 4.2 Utilise principles of programme planning, implementation, and evaluation in delivering health promotion interventions 4.3 Application of health policy and behaviour change theories in health promotion and education 4.4 Analyse ethical issues within Public Health practices 4.5 Demonstrate social marketing skills and financial prudence in Public Health

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<p>5. Apply advanced technical skills to generate solutions to unpredictable and complex problems in Public Health</p> 	<p>5.1. Investigate public health problems in a range of contexts, locations, and organizations.</p> <p>5.2 Demonstrate mastery of safe health and professional practices within the Public Health sector and beyond.</p> <p>5.3 Apply learnt knowledge to select relevant public health interventions.</p> <p>5.4 Apply evidenced-based concepts in Public Health in addressing ethical issues, social responsibilities and problem-solving.</p> <p>5.5 Apply fundamental features of programme administration, leadership, and evaluation including management of resources in public health projects.</p> <p>5.6 Apply basic and advanced features of health policy for advocacy purposes in Public Health.</p> <p>Manage tasks and solve problems with minimal supervision.</p>
<p>6. Demonstrate the ability to exploit specialised knowledge and skills gained from varied public health contexts to promote personal and professional growth in entrepreneurship.</p> 	<p>6.1 Demonstrate understanding of how to identify opportunities to venture into health-related entrepreneurship</p> <p>6.2 Apply principles of project management in entrepreneurship</p> <p>6.3 Demonstrate the ability to pursue lifelong learning for personal and professional growth</p> <p>Participate in outreach activities at a personal and professional level</p>
<p>7. Demonstrate the capacity to apply leadership competency, advocacy, and collaboration skills to plan, manage, promote health, and reduce health disparities in diverse populations</p>	<p>7.1 Apply health communication theories behind practices and primary health care health issues in the developing world</p> <p>7.2 Identify stakeholders who influence health programmes and interventions for collaborative purposes.</p> <p>7.3 Communicate and collaborate effectively with families, communities and a range of stakeholders in planning, implementation and evaluation of public health programmes</p> <p>7.4 Integrate knowledge, skills and relevant strategies in organizing communities to take a lead in identifying their common problems, goals, mobilize resources,</p>

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	<p>develop and implement strategies for reaching the set objectives.</p> <p>7.5 Display professional conduct and attitude in public health practice</p> <p>7.6 Determine community assets and resources for capacity building of communities to facilitate the implementation of public health initiatives.</p> <p>7.7 Apply socio-cultural, spiritual and economic orientations in addressing population and resources issues across a range of clients including vulnerable groups.</p>
8. Demonstrate specialised knowledge in understanding eminent global health issues in the world today, cultural diversity and tolerance in relation to public health	<p>8.1 Identify determinants of global health issues and their impacts on diverse populations.</p> <p>8.2 Explore the funding opportunities in addressing public health issues</p> <p>8.3 Identify and implement strategies for assuring global health programme sustainability.</p> <p>8.4 Analyse the distribution of resources to meet the health needs of marginalized and vulnerable groups.</p> <p>8.5 Demonstrate a multicultural approach in addressing community problems and issues.</p> <p>8.6 Monitor and evaluate the effectiveness of global health interventions programmes.</p>
9. Demonstrate the capacity to carry out social research in Public Health	<p>9.1 Apply quantitative and qualitative techniques of measuring health status and investigating factors linked to the occurrence of disease and health outcomes.</p> <p>9.2 Apply appropriate statistical tools and techniques in investigating public health problems.</p> <p>Utilize evidence-based findings to support the practice decisions.</p>
10. Apply scientifically and ethically sound processes in addressing public health-related problems whilst demonstrating responsibility for the integrity of the profession.	<p>10.1 Adhere to standards and ethical principles of public health practice in the provision of health care services</p> <p>10.2 Demonstrate knowledge, skill and attitude in the application of evidence-based public health (EBPH) decision-making process to address public health issues</p>

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	<p>10.3 Demonstrate knowledge and understanding of the role the country's Acts and policies play in the maintenance of a safe and healthy environment for all population groups</p> <p>10.4 Advocate for implementation of policies and regulations that address the health disparities, needs of populations and including vulnerable populations</p>
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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level[5]	Level [6]	Level [7]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Communication and Study Skills	10			10
	Information and Communication Technology	10			10
	Anatomy and pathophysiology		15		15
	Foundations of Microbiology		15		15
	Applied physics and chemistry		15		15
	Sociology for Health	10			10
	Introduction to Psychology		10		10
CORE COMPONENT Subjects/Courses/ Modules/Units	Introduction to Public Health and Ethics			15	15
	Epidemiology			15	15
	Introduction to Biostatistics		12		12
	Infectious and Non-communicable diseases		15		15
	Health Promotion and Education			15	15
	Management of healthcare systems and policy			15	15
	Behavioral Aspects of Public Health		10		10

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	Occupational Health and Safety Principles		15	15
	Environmental Health		15	15
	Program Development Planning and Implementation		15	15
	Public Health Administration and health Economics		15	15
	Research Methods		15	15
	Community Assessment, Engagement and Advocacy		12	12
	Nutrition and Food Safety		12	12
	Health Informatics	10		10
	Global Health	10		10
	Project management and entrepreneurship		12	12
	Gender and Multicultural Competency in Health and Social Care	10		10
	Accident, Prevention and Risk management		12	12
	Health Issues across the lifespan		15	15
	Disaster preparedness and management	10		10
	Public Health Practice		70	70
	Research project		30	30

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ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Counselling and Psychosocial Support			10	10
	Public Health Surveillance and Reporting			10	10
	Systems Thinking			10	10
	Alternative Medicine			10	10
	Quality and Safety in Health care Organizations			10	10

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
5	30
6	132
7	318
TOTAL CREDITS	480
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
Fundamental component= 85 credits Core component = 375 credits Elective component = 20 credits (learner chooses 2) Total= 480 credits	

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ASSESSMENT ARRANGEMENTS

ASSESSMENT:

All assessments leading to the awarding of this qualification will be based on learning outcomes associated with the following assessment criteria.

1. FORMATIVE ASSESSMENT:

The weighting of formative assessment is 60% of the final assessment mark.

2. SUMMATIVE ASSESSMENT:

The weighting of summative assessment is 40% of the final mark.

Assessment arrangements will be done by BQA registered and accredited assessors.

MODERATION ARRANGEMENTS

There shall be provision for internal and external moderation by BQA accredited moderators with relevant experts in the field.

RECOGNITION OF PRIOR LEARNING

There shall be a provision for Recognition of Prior Learning (RPL) for an award of the qualification through the use of ETP RPL Policy in line with the National RPL Policy.

CREDIT ACCUMULATION AND TRANSFER

There shall be access and award of credits of the qualification using Institutional Credit Accumulation and Transfer (CAT) Policy in line with the National CAT Policy.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

EDUCATIONAL PATHWAYS:

HORIZONTAL PATHWAY:

- Bachelor of Science Health Education and Promotion
- Bachelor of Science in Environmental Health
- Bachelor of Science Community Health Work
- Bachelor of Science in Occupational Health
- Bachelor of Science in Health Service Management
- Bachelor Science in Health Promotion and Disease Prevention
- Bachelor of Science in Nutrition

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- Bachelor of Arts in Health Policy Management
- Bachelor of Arts in Health Service Management

VERTICAL PATHWAYS:

- Master of Science in Public Health
- Master of Science in Occupational Health and Safety
- Master of Science in Health Management
- Master of Science in Community Health Work
- Master of Science in Health Education and Promotion
- And Other Health-related fields at NQF level 8 and 9.

EMPLOYMENT PATHWAYS:

Upon successful completion of this qualification, the graduate shall be employed as:

- Public Health Officers,
- Monitoring and Evaluation Officers
- Health Promotion Officer
- Project Manager
- Lecturers, Educators and Researchers
- Community Health Worker
- Occupational Health and Safety Officer,
- Public Health policy development Officer,
- Disaster Preparedness Coordinator,
- Case Manager or Investigator,
- Health Facility Manager

The graduate can be employed in a variety of sectors and agencies that include but not limited to;

- Government ministries
- Education sectors
- Voluntary Health agencies,
- Community-based/ Non-governmental agencies,
- Medical Care Services,
- Business and Private Sector,
- Health Training Institutions
- International Organisations (WHO, CDC, Red Cross e.t.c)

QUALIFICATION AWARD AND CERTIFICATION

QUALIFICATION AWARD:

Upon successful attainment of 481 credits of this qualification, the candidate will be awarded a qualification of Bachelor of Science in Public Health:

- Fundamental component= 90 credits

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- Core component = 366 credits
- Elective component = 20 credits (learner chooses 2)

CERTIFICATION:

Bachelor of Science in Public Health certificate and transcript shall be issued to the candidate upon meeting the above-mentioned conditions.

REGIONAL AND INTERNATIONAL COMPARABILITY

To establish comparability, benchmarking was conducted on 4 identified similar qualifications (2 regionally and 2 internationally). The benchmarking was looking at title of the qualification, entry requirements, credits allocation, NQF level at country of origin and either exit level outcomes or modules. The table below shows how the proposed qualification compares to the ones benchmarked against.

1. Monash University in South Africa, worth 144 Credits which produces candidates with competencies to conduct ethical research using appropriate paradigms; integrate knowledge of relevant public policy and health and social care systems into practice; recognize social and cultural diversity and apply the skills and resources required for working across diverse populations in global and African contexts. Demonstrate professional skills such as, critical thinking, problem-solving, effective communication, working in a team, operating from an ethical framework.
2. Malawi Adventist University offers Bachelor of Science in Public Health, to equip graduates with knowledge, attitudes, and skills in preventing and curing diseases/conditions in order to promote health. The degree emphasis on competencies which enable the graduates to work in semi-independent capacity, integrating all health services using Primary Health Care approach and encouraging practices that promote spiritual, physical and mental wholeness through correcting, controlling, and caring for various aspect that affect the health of the people.
3. Deakin University in Australia, offers Bachelor of Public Health and Health Promotion worth 152 credits which produces candidates with competencies to conduct ethical research using appropriate paradigms; integrate knowledge of relevant public policy and health and social care systems into practice

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4. Georgia State University in United State of America which offers Bachelor of Science in Public Health worth 120 credits which aims to develop competencies in building the knowledge and skills needed to excel in a wide array of public health professions, or to progress to graduate level in any number of medical, science, social science or public health fields.

Comparability statement

A comparison of the proposed qualification with the above shows that the qualification learning outcomes compares favourably with other qualifications of similar nature from other institutions and offers a wide range of knowledge, skills and competences that fit the Public Health graduate. It further advances with research and Public Health Practice in which the learner will be exposed to the world of work and independent learning to execute responsibility and accountability within Public Health field.

REVIEW PERIOD

The qualification will be reviewed every 5 years.

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