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SECTION A: QUALIFICATION DETAILS													
QUALIFICATION DEVELOPER (S)		Institute of Development Management and Byte Size College											
TITLE	Diploma in Public Health										NCQF LEVEL	6	
FIELD	Health and Social Services			SUB-FIELD		Social Services				CREDIT VALUE	360		
New Qualification						Review of Existing Qualification						√	
SUB-FRAMEWORK		General Education			TVET		Higher Education			√			
QUALIFICATION TYPE	Certificate	I	II	III	IV	V	Diploma	√	Bachel or				
Bachelor Honours		Post Graduate Certificate		Post Graduate Diploma									
Masters					Doctorate/ PhD								

RATIONALE AND PURPOSE OF THE QUALIFICATION

RATIONALE:

The World Health Report 2006 documents the widespread health workforce crisis across the globe. The shortage of human resources for health has become an impediment to implementing high impact interventions in most resource-constrained regions, including sub-Saharan Africa. The World Health Organization (WHO) estimates that for a country to achieve at least 80% of coverage for key health indicators, it should have 2.28 health professionals per 1000 population-including public health practitioners. Most countries are below this threshold. Moreover, 57 countries in sub-Saharan Africa have a cumulative deficit of 4, 000,000 qualified healthcare workers.

As one of the developing countries, Botswana is adversely affected by a wide range of public health problems. These include communicable and non-communicable diseases attributed to the various determinants of health. Subsequently, the country is experiencing high rates of morbidity and mortality due to preventable causes. Since our health delivery systems are focused more on curative rather than primary health care, this results in low awareness and practice of public health practices. The situation may be partly

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attributed to a low number of well-trained public health practitioners. Therefore, there is a need 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.


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 could reach and maintain the highest attainable level of health. Botswana has an inadequate number of healthcare workers to provide essential preventative and promotive health care services and thus allowing the country to meet its national and international targets as enshrined in vision 2036 and SDGs, respectively. The staffing shortage throughout the country is more pronounced in rural areas. The MOHW employs approximately 15,000 health care workers. If the. To achieve the objective of improved staffing, the MOHW needs to increase the workforce by at least 37%.¹

Training needs assessment conducted by the Ministry of Health in 2011 showed that there is a great need to engage in robust training drives to increase the required numbers of health workers. This is contained in the Ministry of Health and Wellness Training Strategy 2013-2016 as a community-based health intervention. The challenge is compounded by having limited opportunities for training public health professionals in the country. Therefore, this qualification serves as an intervention to address the identified needs.

PURPOSE:

The qualification aims to equip learners with knowledge, skills, and competences to:


- Demonstrate understanding of public health status and be able to address challenges related to health in the society.
- Implement public health programmes in an endeavor to promote and foster good health.
- Contribute towards the formulation of public health policies.
- Use data and information technology effectively to improve performance in public health care system.
- Uphold the integrity of the Public Health profession.


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ENTRY REQUIREMENTS (including access and inclusion)

- Certificate IV, NCQF Level 4 or equivalent.
- A holder of NCQF Level 5, Certificate V in Public Health or equivalent, with at least 120 credits will be granted entry and given exemptions in accordance with relevant policies.


SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Apply Public Health methods to determine population health status.	1.1 Implement public health concepts in determining population health status. 1.2 Use appropriate methods and tools to measure population health status. 1.3 Analyse determinants of health at local, national and /or international levels. 1.4 Identify and interpret public health risk factors.
2. Demonstrate knowledge and understanding of the science underlying human health and disease occurrence at population level.	2.1 Discuss the relationship between human health and the environment. 2.2 Identify risk factors contributing to the global burden of disease. 2.3 Use disease surveillance approaches in public health. 2.4 Implement models of disease causation in public health. 2.5 Evaluate and apply appropriate models to explain disease occurrence in the population.
3. Determine effective strategies to address social determinants of health.	3.1 Identify social determinants of health.

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		<p>3.2 Apply effective strategies and programmes in addressing social determinants of health.</p> <p>3.3 Use population diversity when planning, implementing and evaluating public health programmes.</p>
	<p>4. Design and implement public health programmes to improve population health.</p>	<p>4.1 Promote public health methodologies used in design and implementation of programmes.</p> <p>4.2 Analyse the programme 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 Apply community development concepts that influence design, implementation, and evaluation of public health programmes.</p> <p>4.5 Utilize community health approaches in designing, implementing, and evaluating public health programmes.</p>
	<p>5. Demonstrate skills and competence in the use of ICT to address public health issues.</p>	<p>5.1 Identify the basic components of ICT.</p> <p>5.2 Utilize ICT tools in public health.</p> <p>5.3 Promote communication tools used in public health settings.</p> <p>5.4 Appraise the health information systems used in different settings.</p> <p>5.5 Apply the principles and steps of developing and implementing a health information system.</p>

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6. Apply effective communication skills and appropriate tools in delivering public health services.	6.1 Use various communication strategies in developing public health education and promotion programmes. 6.2 Apply the appropriate public health promotion theories and strategies in various settings of public. 6.3 Evaluate the effectiveness of communication health.
7. Apply public health knowledge and principles to inform and influence policy and practice.	7.1 Implement Public health policies and regulations. 7.2 Utilize available knowledge suitable for public health policy development and practice. 7.3 Identify factors that influence health sector reforms and policy change for improving health systems and health outcomes.
8. Apply leadership and management skills in healthcare.	8.1 Apply principles and theories of leadership and management. 8.2 Demonstrate how leadership and management skills are essential in healthcare delivery. 8.3 Assess different management theories and models suited for healthcare. 8.4 Utilize appropriate leadership theories and styles in different public health settings.
9. Demonstrate understanding of the business concepts and environment.	9.1 Identify factors that drive business and entrepreneurial activities. 9.2 Outline business and entrepreneurship as a process.

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	<p>9.3 Develop a detailed business plan using research findings.</p> <p>9.4 Demonstrate decisiveness in making crucial business decision.</p> <p>9.5 Outline Programmes and policies developed by Botswana Government</p>
<p>10. Demonstrate competence and professionalism in the Public Health practice.</p>	<p>10.1 Articulate public health core functions.</p> <p>10.2 Discuss the nature, function and structure of public health systems in different context.</p> <p>10.3 Provide public health services within stipulated code of conduct.</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 <i>Subjects/ Courses/ Modules/Units</i>	Introduction to Sociology		6		12
	Introduction to Psychology		6		12
	Academic Writing & Comm. Skills	5			10
	Computing and Application Programs		6		12
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Introduction to Public Health	5			10
	Social & Behavioral Sciences	5			10
	Introduction to Biostatistics		6		12
	Fundamentals of Health Policy		6		12
	Community Health		6		12
	Global Burden of Disease		6		12
	Primary Health Care		6		12
	Health Promotion	5			10

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	Disease Prevention & Control		6		12
	Environmental & Occ. Health		6		12
	Health Program Planning & Development			7	14
	Health Management Information System			7	14
	Sexual & Reproductive Health			7	14
	Introduction to Counselling		6		12
	Public Health Nutrition			7	14
	Leadership and Management			7	14
	Gender and Health			7	14
	Epidemiology	5			10
	Introduction to Research Methods	5			10
	Public Health Practicum		6		60
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Intro to Project Management		6		12
	Disaster Management		6		12
	Drugs, Alcohol and Society		6		12
	Introduction to Entrepreneurship		6		12

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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>
5	60
6	192
6 (two electives)	24
7	84
TOTAL CREDITS	360

Rules of Combination:


(Please Indicate combinations for the different constituent components of the qualification)

The credit distribution for level 5, level 6, level 7 and elective of the qualification diploma in Public Health.

Levels	Credit Distribution
Fundamental Level 5	10 credits
Fundamental Level 6	36 credits
Core Level 5	50 credits
Core Level 6	156 credits
Core Level 7	84 credits
Electives Level 6 (2)	24 credits
Total number of Credits	360 Credits

Learners are required to elect two (2) modules from the elective component that has 12 credits each.

Learners must achieve a minimum of 360 credits, including 46 credits for fundamental courses, 290 credits for core courses, and 24 credits for electives.

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ASSESSMENT ARRANGEMENTS

Assessment shall include both formative and summative assessment as applicable to the module. Strategies may include but not limited to course work, presentation and practicum. The assessment arrangements shall be in accordance with the Assessment Policy and Regulations.

Formative assessment

The contribution of formative assessment to the final grade is 40%

Summative assessment

Candidates will undergo assessment including written final examination for each module which contributes 60% of the final mark for that course.

Work integrated learning experience will be assessed in accordance with institutional assessment and moderation policy.

MODERATION ARRANGEMENTS

There will be provision for moderation (internal and external, pre and post) arrangements for the qualification in accordance with institutional moderation policy, conducted by BQA registered and accredited moderators.

RECOGNITION OF PRIOR LEARNING


Candidates may submit evidence of prior learning and current competence and to undergo appropriate forms of 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.

CREDIT ACCUMULATION AND TRANSFER

There will be provision for credit accumulation and transfer (CAT) for the purposes of exemptions for the credits that the learner would have earned.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

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

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

- Diploma in Community Health Nursing
- Diploma in Social Work
- Diploma in Community Development
- Diploma in Health Education and Promotion

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

- Bachelor of Public health
- Bachelor of Public health (Health Systems)
- Bachelor of Public health (Health Economics)

7.1.3 Diagonal Articulation (qualifications which the holder may divert to)

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

7.2. EMPLOYMENT PATHWAYS

- Health technician,
- Public Health data collectors,
- Community Health technicians,
- Health Promotion and Education technicians.

QUALIFICATION AWARD AND CERTIFICATION


8.1 Minimum standards of achievement for the award of the qualification

A candidate is required to achieve the stipulated 360 credits inclusive of the fundamental and core modules to be awarded the qualification.

8.2 Certification

Candidates meeting prescribed requirements will be awarded the Diploma in Public Health (DPH) in accordance with standards prescribed for the qualification.

REGIONAL AND INTERNATIONAL COMPARABILITY

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An online desk review was conducted to compare this qualification with similar qualifications offered by institutions of higher learning regionally and internationally. Very limited institutions offer Diploma in Public Health. Despite this challenge observed, this Diploma in Public Health was Compared with similar qualification offered regionally by African Institute for Project Management Studies in Kenya and internationally it was compared with High National Diploma in Public Health and Community Studies offered by Coventry University in the United Kingdom.

Similarities

- All qualifications compared have a mix of core modules that are considered as key to a Public Health qualification.
- Exit outcomes are similar in that they are all focused on addressing Public Health challenges.
- All qualifications compared are Community Health focused. i.e., Community based health promotion activities are a common feature amongst the programmes compared.

Differences

- In other qualifications compared with this diploma, there was limited to no information on assessment strategies and weightings, and on qualification rules and minimum standards for the award of the qualification.
- The duration of study is different. It ranges between 8 months to 3 years. The modes of delivery are the determining factor for the duration with part-time courses taking longer (3 years) than online courses.
- Credits and entry requirements are different among the qualifications compared.
- There is a variation in the number of modules for different qualifications compared. The variation ranges from 6 to 13 modules

Review Period

Every 5 years