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SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)		Kanye Seventh Day Adventist College Of Nursing												
TITLE	Bachelor of Science in Nursing										NCQF LEVEL			
FIELD	Health And Social Services		SUB-FIELD		Health Science				CREDIT VALUE	500				
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

RATIONALE:

Africa remains a challenging arena in which to provide health care and higher education, even though thousands of nurses and midwives are trained every year (Klooper, 2013). Authorities hold a spectrum of opinions about higher education, on one extreme it is seen as an ancillary luxury, whereas on the other view as a necessary engine for development. The world Bank (2009), found a direct relationship between participation rate in higher education and national income. This means that developing higher nursing education will have some direct benefit to the national economy.

In addition, a growing body of research has shown that human resource that is prepared at degree level functions better than those prepared at diploma level. In hospitals with higher proportions of nurses educated at the baccalaureate level or higher, surgical patients experienced lower mortality and failure-to rescue rates (Sibber, 2003). A study conducted at the University of Pennsylvania found that patients experience significantly lower mortality in hospitals, where more highly educated nurses (degree nurses) provide direct patient care (Aiken et al ,2003). Another study undertaken among 46,993 patients at the university of Toronto

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showed that hospitals with higher proportions of Bachelor prepared nurses tended to have lower mortality rates (Raines & Taqlairene, 2008). These findings indicate that there is a strong correlation between degree prepared nurses and lower mortality rates which means the degree prepared nurses can meet the demands of today's complex health challenges.

Botswana is undergoing a paradigm shift, which is reflected by the ever-changing disease patterns, economic developments, and technological advances, socio-political and educational trends that necessitate realigning the training of nurses to suit such changes. Following the Ministry of Health and Wellness (MoH & W); Institute of Health and Social Policy (IHSP) reports, the Human Resource Development Council (HRDC, 2016) as the body responsible for planning and advising on tertiary education financing and work place learning has undertaken a job task analysis and identified that nursing is in a list of top occupations in demand for Botswana. The Botswana Vision 2036, also advocates for good health and wellness as basic human rights. However, Botswana is still facing a rise in lifestyle and non-communicable diseases. It is therefore, the responsibility of Education and Training Provider to heed to the government aspiration and fill these gaps by producing graduates who will provide health care services of the highest standard attainable (Team, 2016).

A shortage of highly trained and qualified staff remains one of the major bottlenecks towards the availability of quality health care in Botswana. Following the needs assessment report, 2010 the graduates, participants' and stakeholders made recommendations for upgrading from Diploma in General Nursing Curriculum to Bachelor of Science (Nursing) (Khumalo, 2009/2010). The degree in General Nursing has a potential to produce a caliber of nurses who are highly trained basing on local needs, with appropriate research skills and having the ability to be innovative in meeting national health needs. This is in line with the country's pillar of vision 2036 of sustainable economic development (knowledge based economy). In an endeavor to curb the issue of shortage of highly educated nurses the Bachelor of Science (Nursing) qualification has been developed.

It is from the above premise that it is imperative to upgrade the General Nursing curriculum to Bachelor's Degree in order to meet the challenges of the country regarding health care delivery. Furthermore, it is envisaged that the upgrade shall address the emerging diseases, societal, economic changes and technological developments in nursing and health.

PURPOSE:

The purpose of this qualification is to produce graduates with specialised knowledge, skills, and competence to:


- Provide comprehensive care to individuals, families, groups, and communities.
- Integrate research findings into practice.
- Incorporate counselling techniques to behavior change.
- Analyze and apply knowledge of various theories pertaining to health in the society.

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- Apply knowledge and professional Skill when dealing with patients in practical settings.

ENTRY REQUIREMENTS (including access and inclusion)

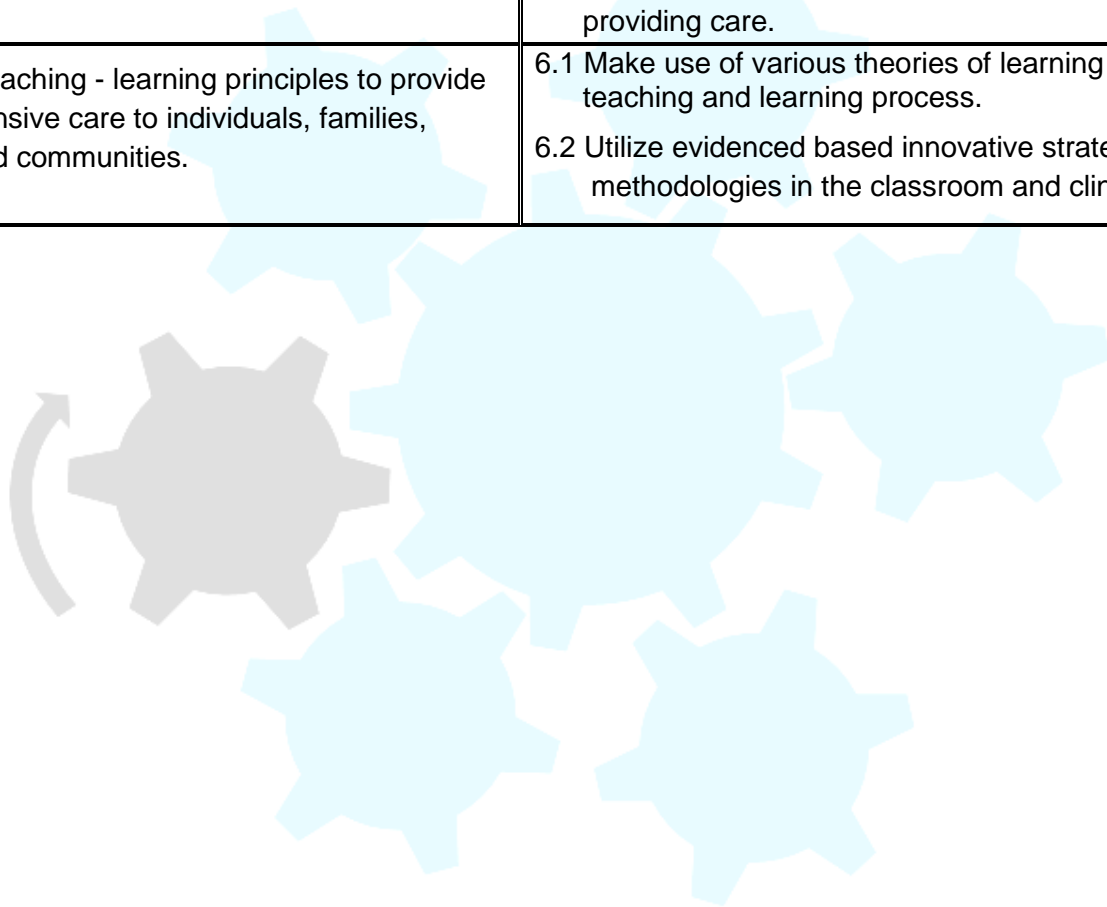
- NCQF level 4, Botswana General Certificate of Secondary Education (BGCSE) or equivalent.
- Learners with nursing qualification at NCQF level 6 or equivalent will be considered through RPL in accordance with ETP and national policies.


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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Demonstrate knowledge and understanding of concepts and principles of natural, social and behavioural and nursing sciences in the provision of holistic care to clients across a variety of settings.	1.1 Identify cultural diversity when providing holistic nursing care. 1.2 Explain ethical, religious and moral principles in the provision of nursing care. 1.3 Apply science concepts underlying human health, disease, and their link to nursing. 1.4 Implement basic nursing concepts in relation to clients care across the developmental stages. 1.5 Utilize the nursing skills to provide comprehensive care to individuals.
2. Demonstrate leadership and management skills to assess, plan, and implement health care services.	2.1 Organize resources based on the needs of the health care settings. 2.2 Utilize leadership and management skills to effectively run health care services. 2.3 Utilize a multidisciplinary approach in evaluating health care services. 2.4 Coordinate implementation of nursing services. 2.5 Demonstrate critical thinking skills to solve nursing problems.
3. Apply knowledge of research to generate solutions to unpredictable and complex health problems.	3.1 Demonstrate the mastery of professional practices and safe health care. 3.2 Utilize evidence based practice to solve problems on their own with minimal supervision. 3.3 Investigate health problems in range of contexts, location and health organizations.
4. Participate in the formulation of health policies.	4.1 Explain the origins, purpose and considerations in policy formation. 4.2 Describe different policies utilized in health care 4.3 Implement and evaluate health care policies.
5. Apply communication and information technology skills to provide comprehensive care to clients.	5.1 Utilize appropriate writing skills in compiling professional and academic documents. 5.2 Discuss storage, retrieval, use and communication of health information within health settings.


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	5.3 Make use of basic applications of Microsoft Word, Excel, PowerPoint and computer accessories when providing care.
6. Apply teaching - learning principles to provide comprehensive care to individuals, families, groups and communities.	6.1 Make use of various theories of learning in the teaching and learning process. 6.2 Utilize evidenced based innovative strategies and methodologies in the classroom and clinical settings.




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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 / 8]		
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Communications and Study Skills	5				5
	Introduction to Computer Skills	10				10
	Introduction to Psychology		6			6
	Anatomy	10				10
	Christian Beliefs		8			8
	Applied Chemistry for Health Sciences	10				10
	Applied Physics for Health Sciences	10				10
	General Microbiology	10				10
	Physiology	10				10
	Bio-Chemistry	10				10
	Foundations of Nursing Practice		15			15
	Introduction to Professional Nursing		10			10

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CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Introduction to Sociology and Social-Anthropology		10			10
	Introduction to Nursing Research			10		10
	Introduction to Mental Health Nursing		15			15
	Epidemiology			8		8
	Health Assessment			15		15
	Statistics			10		10
	Community Health Nursing			15		15
	Transformational leadership and Management in Nursing			10		10
	Adult Health Nursing 1		15			15
	Parent and Child Health Nursing			15		15
	Demography			6		6
	Clinical Pharmacology			6		6
	Child Health Nursing			18		18
	Adult Health Nursing 2			18		18
	Transcultural Nursing			9		9
	Psychiatric Nursing			15		15
	Pathophysiology			10		10
	Nursing care of the Aged			15		15
	Palliative care			10		10

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	Critical Care Nursing			15		15
	Adolescent Health Nursing			8		8
	Evidence Based Practice			6		6
	Current Trends and Issues in Nursing			8		8
	Sexual and Reproductive Health			8		8
	Research Project			25		25
	Internship			68		68
ELECTIVE / OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>	The learner shall be expected to choose one course from each of the three(3) elective categories below					
	ELECTIVE 1					
	Bio-Ethics for Health Sciences		6			6
	Introduction to Health Policy		6			6
	ELECTIVE 2					
	Customer Satisfaction and Services			6		6
	Demographic Dimensions of Poverty			6		6
	ELECTIVE 3					
	Stress Management			6		6
	Counselling in Health Care setting			6		6
	GRAND TOTAL(S)	75	85	340		500

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
5	75
6	85
7	340
TOTAL CREDITS	500
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<p>The learner is required to meet the stipulated total minimum rule of combination of credit distribution of the qualification, which includes fundamental courses of 124 credits, core courses 358 credits and elective courses of 18 credits. The 18 elective credits shall constitute 6 credits from each of the elective categories.</p>	

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ASSESSMENT ARRANGEMENTS

Formative and summative assessment will be in the form of theory, practical and clinical attachment. All assessment, formative and summative leading to the award of the qualification should be based on the learning out comes. For this qualification:

1. Formative assessment shall constitute 60% of the final marks.
2. Summative assessment shall constitute 40% of the final marks.

MODERATION ARRANGEMENTS

The following shall apply for both internal and external moderation in accordance with applicable policies and regulations:

Before and after administering any assessment that contribute towards the award of qualification, moderation shall take place. Only assessors and moderators accredited with BQA shall administer assessment and moderation respectively.


RECOGNITION OF PRIOR LEARNING

The learner shall be required to submit evidence of prior learning and current competencies and/or undergo standardized form of RPL assessment for the award of credits towards the qualification in accordance with 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

- Learners who have accrued credits previously from a recognised EPT may be exempted from such credits already earned through Credit Accumulation and Transfer CAT policy which is in line with National Policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

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1. The holder of qualification can be employed as;

- General Nurse
- Nurse Manager
- Counsellor
- Clinical Practitioner
- Researcher

2. Learning pathways:

The graduate may progress to the following qualifications:

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

- Bachelor of Science in Community Health Nursing
- Bachelor of Science Degree in Midwifery

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

- Honours Degree in Nursing
- Masters Degree in Nursing
- Masters Degree in Family Nurse Practitioner.
- Masters Degree in Public Health
- Masters Degree in Environmental Health
- Masters Degree in Health Education

QUALIFICATION AWARD AND CERTIFICATION

1. Minimum standards of achievement for the award of the qualification

A learner is required to achieve the stipulated total minimum number of (500) credits inclusive of the fundamental, core and elective components, to be awarded Bachelor of Science (Nursing) qualification.


2. Certification

Learners meeting prescribed requirements shall be awarded the Bachelor of Science (Nursing) qualification in accordance with standards prescribed for the award of the qualification and applicable policies.

REGIONAL AND INTERNATIONAL COMPARABILITY

The Bachelor of Science Nursing) qualification was developed to address challenges of the country regarding health care delivery. Furthermore, it is envisaged the qualification will assist in dealing with the emerging diseases, societal, economic changes and technological developments in nursing and health care system.


Similarities

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- The Bachelor of Science Degree in Nursing from Rusangu University (Zambia) and the proposed qualification are both offered in four years.
- The domains covered in both qualifications are the same. Rusangu offers the qualification in part-time basis whereas the proposed will be both part-time and full-time making the qualification convenient for both school leavers and adult learners.

Differences

- On entry requirements the proposed qualification emphasis in on three science subjects while Rusangu University qualification emphasis on one science subject and any other. A learner is expected to graduate with 68 weeks of practicum and 60 weeks of hours of theory whereas the proposed qualification expects a learner to have a minimum credit of 170 practicum and 190 credits of theory.
- The entry requirement for St John University's qualification in Zambia is an advanced Certificate of Secondary Education Examination (ACSEE) with three (3) principal passes in Chemistry "C", Biology "D" and Physics "E" with a minimum of 6.0 points OR Relevant diploma or Advanced Diploma with an Average of "B" or GPA 3.0. The proposed qualification's target population shall include learners with NCQF level 4, Botswana General Certificate of Secondary Education (BGCSE) or equivalent with at least grade C in English language and Mathematics. And minimum of grade B in double sciences or pure sciences (Biology and Physics / Chemistry.) Learners with nursing qualification (i.e. non-BGCSE and its equivalents) with a NCQF level 6 or equivalent will be considered. The proposed qualification caters for all health professionals with a diploma regardless of the GPA.
- Bachelor's Degree in Nursing from Loma Linda University (USA) named their qualification a Bachelor's degree in Nursing differing with the proposed qualification called Bachelor of Science (Nursing). Loma Linda learners must take pre-requisite courses at a regionally accredited college or university before attending the school of nursing unlike the proposed qualification where learners apply directly for the nursing qualification. The entry requirements for the degree at Loma Linda University include a minimum GPA OF 2.5 whereas the proposed qualification does not specify minimum GPA. The difference between the two qualifications is that General Education courses offered by the National University must be completed prior to beginning any preparation for the Major or Nursing Major core coursework with the National University programme whereas the proposed qualification allows direct entry.
- Bachelor of Nursing Science from the University of Pretoria (South-Africa) aims at producing nurse specialists while the proposed programme produces general nurses. The university of Pretoria qualification is offered over a period of three years while the proposed qualification will be offered in four years which increases the learners' exposure in the nursing field.

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- Even though there are similarities and differences the proposed qualification has a comparative advantage as the programme allows the learners to study on part time basis which is convenient for adult learners.

REVIEW PERIOD

The qualification shall be reviewed after five (5) years.

