

SECTION A

QUALIFICATION DEVELOPER	Gaborone University College of Law and Professional Studies					
TITLE	Bachelor of Science in Health Promotion and Disease Prevention			NCQF Level		7
FIELD	Health and Social Services		SUB-FIELD	Social Services		
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	

RATIONALE AND PURPOSE OF THE QUALIFICATION

Rationale

Health Promotion and Education strategies remain pivotal in influencing individuals and communities to make informed choices related to their health. Unlike the curative model of health, HPE implements cost effective intervention to effectively prevent and control diseases and ill-health within communities. The mission of the Health Promotion is to increase the capacity of community members to use health promotion strategies to address the broad determinants of health and assist communities gain control over, and improve their health through integrated action. Health promotion facilitates increased social and community participation in health. While health education is central to health promotion, legal, fiscal, economic, environmental and organizational interventions are essential.

Health promotion contributes to program impact through the prevention of disease, the reduction of risk factors associated with specific diseases, the fostering of lifestyles and conditions conducive to health, and increasing use of available health services. This will be in line with the Botswana 2036 health and wellness vision (Vision 2036 page 30) that desires Botswana to live long and healthy lives through development of world class health care services in advanced innovative healthcare delivery. Botswana will have reduced HIV and AIDS to minimal levels through prevention strategies, treatment, care and support. This can only be achieved through adequate health promotion measures that clearly articulate the problem at hand,

develop strategic measures to curb the problem and proactively introduce health intervention programs that will not only tackle current Public Health concerns but anticipated as well.

The NDP 11(NDP 11 April, 2017 – March, 2023) health strategy strives to invest in healthy living through prevention infrastructure, research and striking a balance between health services provision and community empowered efforts will be priorities. In view of challenges related to both communicable and non-communicable diseases, a paradigm shift in the country's health care approach from curative to preventative will be adopted (NDP 11 page 200). To fill this gap, there is a need for professionals in the field of health promotion that can apply, analyze and evaluate relevant strategies to promote health in Botswana and beyond.

Purpose

The purpose of this qualification is to produce graduates with specialized knowledge, skills, and competences to:

1. Coordinate the development and implementation of health promotion and education policies, guidelines, legislation, regulations, standards and strategies relevant for public health.
2. Apply health promotion theories in program design and/or delivery.
3. Monitor and evaluate health promotion and education as well as programs and interventions.
4. Reflect on the professional attitudes and skills required of health professionals working in community settings
5. Identify research needs and implement research related to Health Promotion and education in collaboration with relevant stakeholders.

ENTRY REQUIREMENTS (including access and inclusion)

- i. Certificate IV (NCQF Level 4) or equivalent
- ii. Access through RPL and CAT will be provided through ETP policies in line with National RPL and CAT Policies.

GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Apply coordination and implementation skills of health promotion and education policies, guidelines, legislation, regulations, standards and strategies relevant for public health.	<p>1.1 Develop knowledge and implement strategies in collaboration with others to build and enhance relevant partnerships and actions as a public health and health promotion practitioner.</p> <p>1.2 Utilize existing technologies to gather information, analyze data and communicate; use scientific and technological methods with an understanding of their advantages and limitations</p> <p>1.3 Collaborate different stakeholders to harmonize policy development at all levels of health management.</p>
2. Demonstrate knowledge of health promotion theories in program design and/or delivery	<p>2.1 Apply information technology to effectively communicate, locate information and analyze data.</p> <p>2.2 Demonstrate ability to monitor and reflect on one's own professional practice</p> <p>2.3 Apply health promotion concepts and practice to enhance the health and well-being of populations</p>
3. Demonstrate specialized knowledge and skills in monitoring and evaluating health promotion and education as well as programs and interventions.	<p>3.1 Apply critical thinking and reflection to issues of contemporary health, related to policy and planning in public health and health promotion practice within an evidence-based framework.</p> <p>3.2 Demonstrate independence and leadership in project management; demonstrate professionalism and capacity for leadership and be able to work independently, collaboratively and ethically</p> <p>3.3 Conduct SWOT analysis of programs to establish ways of improving and maintaining success in health management systems.</p>
4. Reflect on the professional attitudes and skills required of health professionals working in community settings	<p>4.1 Communicate effectively in oral and written forms with a range of stakeholders and promote positive, desired change</p> <p>4.2 Apply international perspectives and principles to health promotion.</p> <p>4.3 Demonstrate understanding and respect for individual human rights and cultural diversity</p>
5. Demonstrate an understanding of research needs and implement research related to Health Promotion and education in	<p>5.1 Apply an evidence-based learning framework to create solutions to diverse and complex health problems.</p> <p>5.2 Critically analyze issues relevant to health promotion.</p> <p>5.3 Demonstrate creative thinking through generation of innovative</p>

collaboration with the department of Policy, Planning, Monitoring and Evaluation	solutions to promote health;
6. Demonstrate specialized knowledge in providing technical support and guidance to the Government and non-Government organizations/agencies and other Implementing Partners on matters related to health promotion and education.	6.1 Support public health and health promotion practice within diverse social, cultural and environmental contexts and communities. 6.2 Advocate for cross-cultural learning to strengthen health systems output 6.3 Relate actual health lifestyles to textbook theories and cater for any gaps that may be present in the current system.

QUALIFICATION STRUCTURE: SECTION C			
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	Level	Credits
	Computer Skills and Literacy	5	10
	Communication and Study Skills	5	10
	Epidemiology	5	15
	Biostatistics	5	15
	Microbiology	6	15
	Human Anatomy	6	15
	General Pathology	6	15
	Biochemistry	6	15
CORE COMPONENT Subjects / Units / Modules /Courses	Social Determinants of Health	6	15
	Health Promotion and Disease Prevention I	6	15
	Communicable and Non-communicable Diseases	6	15
	Primary Healthcare	6	15
	Nutrition and Food Safety	6	15
	Health Promotion and Disease Prevention II	6	15
	Bioethics	7	15
	Health Risk Management	7	15
	Environmental Health	7	15
	Occupational Health & Safety	7	15
	Health Systems and Policy	7	15
	School Health Program	7	20

	Community Health	7	15
	Field Work- Community Health Promotion and Engagement	7	20
	Traditional/Alternative Medicine	7	15
	International Health	7	15
	Workers' Wellness	7	15
	Sexual Reproductive Health and Rights	7	15
	Research Methods	7	20
	Dissertation	7	25
	Industrial Attachment	7	30
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Choose 1		
	Gender and Multicultural Competency in Health and Social Care	7	15
	Counselling and Psychosocial Support	7	15
	Disaster Management	7	15
	Project Management	7	15
	Entrepreneurship	7	15
Rules of combinations, Credit distribution			
<p>Fundamental component: 110 credits</p> <p>Core component: 355 credits</p> <p>Elective component: 15 credits (learner must choose 1)</p> <p>Total 480 credits</p>			

ASSESSMENT AND MODERATION ARRANGEMENTS

MODERATION

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

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 suitably qualified persons preferably BQA registered and accredited assessors.

RECOGNITION OF PRIOR LEARNING

There will be provision for awarding this qualification through RPL and CAT in accordance with national and institutional policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

LEARNING PATHWAYS

Vertical:

- Postgraduate Diploma in Health Education
- Postgraduate Diploma in Health Services

Horizontal:

- Bachelor of Science in Public Health
- Bachelor of Science Occupational Health and Safety

- Bachelor of Nursing Science
- Bachelor of Environmental Science
- Bachelor of Arts in Social Work
- Bachelor of Health Education

EMPLOYMENT PATHWAYS

- Community Development Worker
- Health Education Teacher
- Health Promotion Specialist
- Health Service Manager
- Medical Sales Representative
- Counsellor
- Physician Associate
- Social Worker

QUALIFICATION AWARD AND CERTIFICATION

A learner must attain a minimum of 480 credits of this qualification and satisfy the rule of combination above, to be awarded a qualification of Bachelor of Science Degree in Health Promotion and Disease Prevention.

Graduates will be issued with certificates and transcripts.

REGIONAL AND INTERNATIONAL COMPARABILITY

1. The Bachelor of Science in Health Systems at the University of the Witwatersrand in South Africa qualification is pegged at 432 credits NQF Level 7 which is equivalent to NCQF level 7 of the proposed qualification. The qualification produces graduates with competences to conduct public health and the incidence, distribution, and control of diseases research and investigations. As per the exit outcomes of this qualification, graduates will demonstrate professional skills such as, critical thinking, problem-solving, effective communication, working in a team, operating from an ethical framework. This is also depicted in the proposed qualification the Bachelor of Science in Health Promotion and Disease Prevention.
2. The Bachelor of Science in Health Promotion (Curtin University) has 600 credits, equips

graduates with knowledge, attitudes, and skills in preventing and curing diseases/conditions in order to promote health. The qualification emphasizes on competencies which enable the graduates to discover ways to plan and implement health promotion strategies such as health policy, advocacy, community education or development, and candidates will be trained to evaluate their benefits and effectiveness. The difference is that it is allocated 600 credits while the proposed qualification carries 480 credits.

3. The Bachelor of Science in Health Promotion Management (American University) is worth 152 credits, 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.

A comparison of this qualification with the above shows that though the qualifications differ in titles, learning outcomes compare favourably with other qualifications of similar nature from other institutions and offers a wide range of knowledge, skills and competences that fit the Health Promotion and Disease Prevention graduate. It further advances with research and Health Promotion and Disease Prevention Practice in which the learner will be exposed to the world of work and independent learning to execute responsibility and accountability within Health and Social Services field.

REVIEW PERIOD
5 years