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SECTION A: QUALIFICATION DETAILS													
<b>QUALIFICATION DEVELOPER (S)</b>		University of Botswana Faculty of Health Sciences-School of Nursing											
<b>TITLE</b>	Master of Nursing Science in Child and Adolescent Health										<b>NCQF LEVEL</b>	9	
<b>FIELD</b>	Health and Social Services		<b>SUB-FIELD</b>		Health Science					<b>CREDIT VALUE</b>	270		
New Qualification					<input checked="" type="checkbox"/>		Review of Existing Qualification						
<b>SUB-FRAMEWORK</b>		General Education		<input type="checkbox"/>		TVET		<input type="checkbox"/>		Higher Education		<input checked="" type="checkbox"/>	
<b>QUALIFICATION TYPE</b>	Certificate	I	II	III	IV	V	Diploma	Bachel or					
	Bachelor Honours		Post Graduate Certificate		Post Graduate Diploma								
	Masters					<input checked="" type="checkbox"/>		Doctorate/ PhD					
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>													
<p><b>RATIONALE: Meeting the Botswana Qualification Authority needs:</b> There is a critical shortage of specialist nurses in the health care system in Botswana particularly in areas of Child and Adolescents Health. According to HRDC 2016, nurse specialists have been classified as an occupation in high demand for the health sector. Statistics shows that children under the age of 5 years account for 12% of the population whilst children under the age of 15 make 34% of the total population in Botswana (CSO, 2011). Furthermore, the statistics shows that a substantial population of Botswana that requires specialized care do not get it because of lack of trained providers particularly in rural areas where the majority of children live. In addition, the global increase in disease burden and complexity of care needed require nurses who are competent and skilled in the specific area of nursing to be able to meet the demand for caring for the affected population. The proposed qualification is needed to produce specialist nurses in the area of child and adolescent health, who</p>													

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will be able to carry out high impact interventions that are related to improved health outcomes for the population.

Child and adolescent health nurses are an important cadre in nursing that can actively be engaged at all levels of health care delivery to contribute to the Ministry of Health & Wellness' agenda on reduction of infant and child mortality as a strategy to contribute to agenda 2030 targets. Mazhani, Steenhoof and Patlakwe (2013) reported that one of the reasons the country may have failed to achieve MDGs targets could be attributed to shortage of doctors and nurses resulting in inadequate management of childhood diseases and this need to be addressed for the country to achieve the SDGs. The assertion by Mazhani and colleagues was not in isolation as evidence from a paper by Tshiamo et al. (2014) suggested a need to expedite health workers development to strengthen the healthcare system through training and increase in capacity of nurses to meet the demands of the health care system.

The qualification aims to develop a specialist graduate/clinician in nursing science with in-depth and comprehensive scientific knowledge, advanced skills in recognition, diagnoses and management of childhood illness and skills to improve the quality and safety of care of children and adolescents in various settings.

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

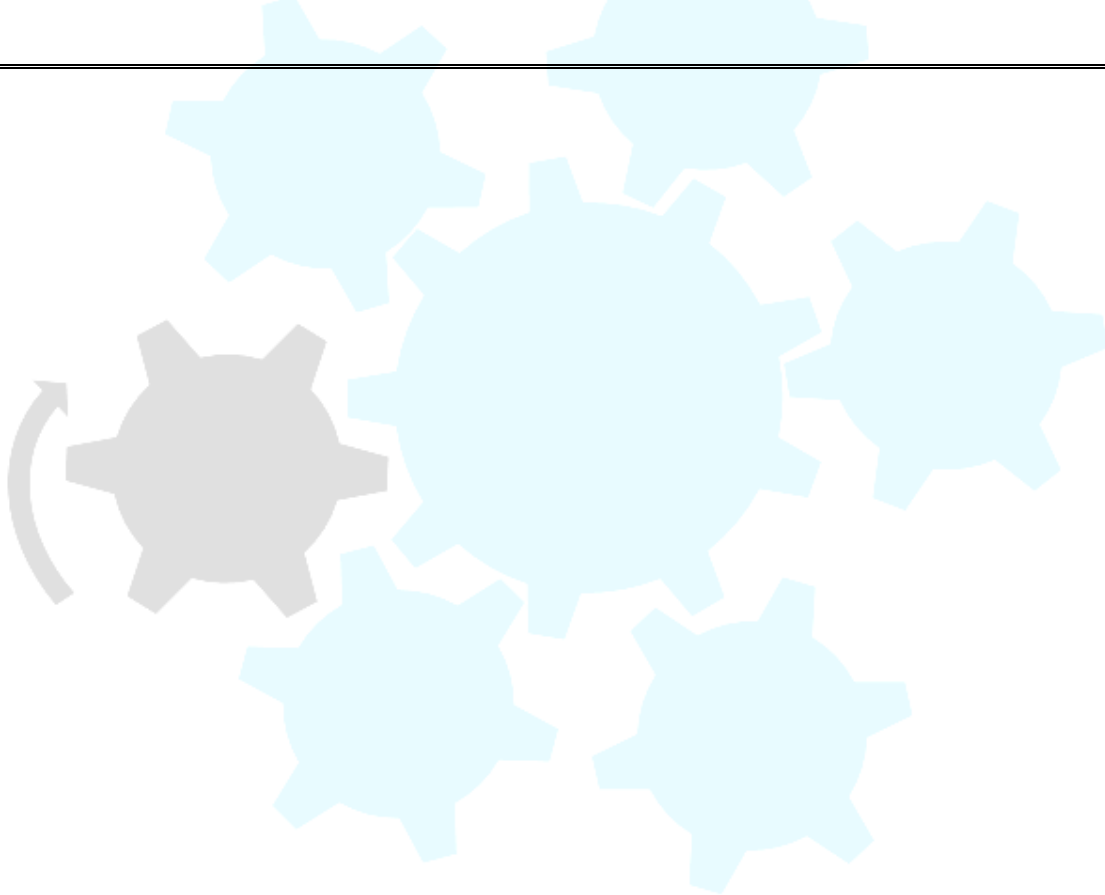
- Apply advanced knowledge and skills in Child and Adolescent Health practice and research.
- Use advanced technology and collaborate with other stakeholders to enhance quality of care and health outcomes of children and adolescents.
- Demonstrate autonomy and self-directness within the profession.


#### **ENTRY REQUIREMENTS (including access and inclusion)**


1. Bachelor's degree in Nursing or related qualification at NCQF Level 7 or equivalent.
2. Applicants who do not meet the above minimum requirements will be considered for entry through Recognition of Prior Learning (RPL) or Credit Accumulation and Transfer (CAT) in accordance with ETP and national policies on RPL and CAT.


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3. All prospective learners should be in possession of a current and active nursing license in Botswana or transferable in Botswana through the Nursing and Midwifery Council for Botswana.





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<b>SECTION B</b> <b>QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
<p>3.1 Demonstrate advanced mastery of theoretically sophisticated subject matter in Child and Adolescent Health</p> 	<p>3.1.1. Integrate scientific findings from nursing, bio- psychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of child and adolescent nursing care across diverse settings.</p> <p>3.1.2. Use nursing and non-nursing theories and frameworks in the analysis of socio-cultural and clinical problems and in the implementation of care for children, adolescents, and their families.</p> <p>3.1.3. Use ethical reasoning, creative and imaginative problem- solving strategies to design data-driven, ethically sound, culturally responsive and quality child and adolescent health interventions for clients in a variety of settings.</p> <p>3.1.4 Use statistical and epidemiological principles to arrive at scientifically sound client care evaluation.</p> <p>3.1.5 Identify biological, socio-cultural, political, and economic factors that have a bearing on the child and adolescent health needs of clients at different developmental stages.</p>

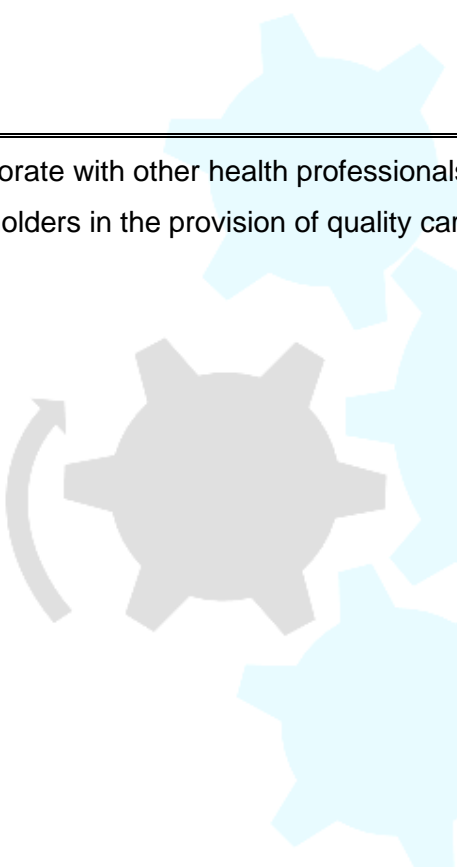
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	3.1.6. Design intervention strategies to address the age-appropriate developmental health needs of children and adolescents
3.2. Apply relevant professional, ethical, and legal principles to research and practice in children and adolescent health care.	<p>3.2.1. Engage in lifelong learning activities to improve care decisions and be a role model and mentor for evidence-based decision making.</p> <p>3.2.2. Apply ethical reasoning to the conduct of research and translational scholarship with particular attention to the protection of the rights of children and adolescents.</p> <p>3.2.3 Conduct research on clinical problems, disseminate findings and use evidence to inform care of children and adolescents.</p> <p>3.2.4 Intervene at system level through the policy development process and employ advocacy strategies to influence child and adolescent health nursing.</p>
3.3. Analyse literature critically and provide evidence-based practice.	<p>3.3.1. Apply improvement science and quality processes to evaluate client outcomes, monitor trends in clinical data, and to modify or design new interventions.</p> <p>3.3.2. Identify published intervention approaches that have contextual relevance and use to inform changes in the care of children and adolescents.</p> <p>3.3.3. Analyse and critique literature and public policies relevant to child and adolescent health care.</p> <p>3.3.4 Apply evidence-based data to make comprehensive clinical judgements.</p>


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<p>3.4. Apply advanced knowledge and skills to new or abstract practice situations in child and adolescent health.</p> 	<p>3.4.1. Implement principles of primary health care, family-centred nursing, and the self-care perspective to ensure holistic care for individuals, families, and communities.</p> <p>3.4.2 Demonstrate application of principles of multi-culturally sensitive care to children and adolescent and their families and communities in a rapidly changing society.</p> <p>3.4.3. Integrate broad organizational, client-centred, and culturally appropriate concepts in health promotion and prevention programs for children and adolescents.</p> <p>3.4.4. Utilize effective communication strategies at interpersonal and organizational level to garner support and innovative ideas about child and adolescent health care improvement</p>
<p>3.5. Engage in rigorous intellectual analysis, criticism and problem solving</p>	<p>3.5.1. Utilize advanced clinical reasoning for uncertain clinical presentations, and incorporate concerns of children, adolescents, families, significant others to the design and delivery of care.</p> <p>3.5.2. Design care that responds to the needs of children and adolescents with complex cultural issues and potentially conflicting cultural needs and preferences.</p> <p>3.5.3. Design methods, tools, performance measures, and standards related to child and adolescent health nursing as well as in application of quality principles within an organization.</p>

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	<p>3.5.4 Benchmark good practices in regional and international professional practices of health promotion and nursing care for children and adolescents.</p>
<p>3.6. Collaborate with other health professionals and stakeholders in the provision of quality care to clients.</p> 	<p>3.6.1. Participate in leadership and collaborative teams to improve child health care outcomes and to support policy changes through knowledge generation, knowledge dissemination, and planning and evaluating knowledge implementation.</p> <p>3.6.2. Initiate collaborative and consultative relationships with diverse stakeholders for the purpose of influencing child and adolescent health care policy to improve health outcomes.</p> <p>3.6.3. Communicate, and consult with other health professionals to manage and coordinate child and adolescent health care.</p> <p>3.6.4 Collaborate with alternative health care delivery systems in the provision of care to children and adolescent.</p> <p>3.6.5. Develop appropriate skills for networking with various stakeholders in the care of children and adolescents.</p>
<p>3.7. Apply advanced knowledge and skills with a high degree of self- directedness and autonomy</p>	<p>3.7.1. Demonstrate high level sophistication and understanding of assessment, disease, problem identification, design of interventions, and evaluation of children and adolescent health care outcomes.</p>

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	<p>3.7.2. Turn ideas into action through creativity, innovation, risk taking, and seizing opportunities in the care of children and adolescents.</p> <p>3.7.3. Act as a role model for children and adolescents in the promotion and maintenance of optimal health and well-being and within the norms and values of the nursing profession.</p> <p>3.7.4. Demonstrate a level of communication appropriate for public speaking and professional writing.</p>
	<p>3.8. Utilise appropriate technology to enhance proficiency and quality in professional practice.</p> <p>3.8.1. Utilize communication technologies to integrate and coordinate child and adolescent health care.</p> <p>3.8.2. Analyse critically and improve child health care outcomes using data management technologies.</p> <p>3.8.3 Employ the use of patient-care technologies to enhance quality of child and adolescent health.</p> <p>3.8.4 Evaluate the use of health care technology's appropriateness in the diagnostic, educational, and therapeutic interventions for children and adolescents.</p> <p>3.8.5. Articulate to a variety of audiences the credibility of sources of information and the relevance of the information to the practice of child and adolescent care.</p>

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	<p>3.8.6 Utilise computerised health information systems in child and adolescent health nursing education, practice, administration, and research.</p> <p>3.8.7. Design and implement education programs for cohorts of patients, students or other healthcare providers using information and communication technologies.</p>

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<b>SECTION C</b>		<b>QUALIFICATION STRUCTURE</b>			
<b>COMPONENT</b>	<b>TITLE</b>	<b>Credits Per Relevant NCQF Level</b>			<b>Total (Per Subject/Course/Module/Units)</b>
		<b>Level [9]</b>	<b>Level [ ]</b>	<b>Level [ ]</b>	
<b>FUNDAMENTAL COMPONENT</b> <i>Subjects/ Courses/ Modules/Units</i>	Theoretical Foundations of Nursing	12			12
	Research Methods in Nursing	12			12
	Normal Physiology and Pathophysiology	12			12
	Medical Statistics	15			15
	Health Assessment in Advance Practice	15			15
	Pharmacotherapeutic in Advance Practice	12			12
<b>CORE COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>	Research Thesis	80			80
	Growth and development of Children and Adolescents	12			12
	Advanced management of Common and Acute Health Problems of Children and Adolescents	12			12
	Advanced Nursing Management of Common and Acute Health Problems	16			16

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	of Children and Adolescent Practice				
	Advanced Nursing Management of Complex Conditions in Children and Adolescents	12			12
	Advanced Nursing Management of Complex Conditions in Children and Adolescents Practice	16			16
	Health policy and health service management	12			12
	Child and Adolescent Health Nursing Internship	32			32
<b>ELECTIVE/ OPTIONAL COMPONENT</b>  <i>Subjects/Courses/ Modules/Units</i>	N/A				

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<b>SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL</b>	
<b>TOTAL CREDITS PER NCQF LEVEL</b>	
<b>NCQF Level 9</b>	<b>Credit Value</b>
Fundamental component	78
Core component	192
Total credits	270
<b>Rules of Combination:</b>	
Fundamental component = 78 credits Core component = 192 credits Total = 270 credits (Level 9)	

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### **ASSESSMENT ARRANGEMENTS**

All assessments, formative and summative, contributing to the award of credits or qualification should be based on learning outcomes and/or sub-outcomes.

**Formative assessment** shall contribute 60% towards the final grade while 40% shall be from **summative assessment**.

### **MODERATION ARRANGEMENTS**

To ensure quality and consistency, there shall be provision for both internal and external moderation of assessments that contribute towards the award of credits.

All assessment and moderation processes shall be carried out by assessors and moderators who are registered and accredited by Botswana Qualifications Authority or any recognised and relevant body.

### **RECOGNITION OF PRIOR LEARNING**

There will be provision for awarding Master of Nursing Science in Child and Adolescent Health through Recognition of Prior Learning (RPL) in accordance with institutional and national policies on RPL.

### **CREDIT ACCUMULATION AND TRANSFER**

There will be provision for awarding Master of Nursing Science in Child and Adolescent Health through Credit Accumulation and Transfer (CAT) in accordance with institutional and national policies on CAT.


### **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

#### **Learning pathways**

#### **Vertical articulation**

Qualifications at NCQF Level 10 that learners can progress to include:

- Doctor of Philosophy in Nursing Science and Adolescent Health.
- Doctor of Nursing Practice.
- Doctor of Nursing Science.

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## Horizontal articulation

### Related qualifications at NCQF Level 9 that learners can pursue include:

- Master of Nursing Science Adult Health Nursing.
- Master of Nursing Science Critical Care Nursing.
- Master of Nursing Science Community Health.
- Master of Nursing Science Education.
- Master of Nursing Science Administration.
- Master of Nursing Science Midwifery.
- Master of Nursing Science Psychiatric Mental Health Nursing.
- Master of Nursing Science Family Nurse Practitioner.
- Master of Public Health.

### Employment Opportunities

- Child and Adolescent Health Clinicians - Nurse Specialists in Child and Adolescent Health Nursing
- Clinical Researchers- Research nurse
- Child and Adolescents health program developers, program consultants, program implementer
- Child and Adolescents health nurse educators

## QUALIFICATION AWARD AND CERTIFICATION

To be awarded Master of Nursing Science (Child and Adolescent Health) qualification, a candidate is required to achieve a minimum of 270 credits. Upon completion of all the requirements, the candidate shall be awarded a Master of Nursing Science Child and Adolescent Health Level 9 certificate.

## REGIONAL AND INTERNATIONAL COMPARABILITY

The proposed qualification has been benchmarked against Master of Nursing Science Child and Adolescent Care qualifications regionally and internationally (More details on the comparison matrix attached).

- (1) The proposed qualification generally compares well with a similar qualification at the University of Pretoria, Republic of South Africa (RSA), MCur Advanced Child Nursing Science qualification. This is an NQF level 9 qualification with 340 credits which produces candidates with competencies to demonstrate knowledge, skills relevant to the clinicians/researcher in nursing at this level.
- (2) The proposed qualification also generally compares well with a similar qualification at the Curtin University in Australia, Master of Nursing in Child and Adolescent Health Nursing qualification. This is an NQF level 9 qualification worth 300 credits which is designed to produce candidates with competencies in advanced clinical knowledge and skills in child and adolescent health to provide advanced care, research, quality improvement and advocate for children and adolescent health.

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The proposed qualification has a total of 270 credits which is above the maximum 264 credits allowed by the BQA in order to align with the professional requirements and similar programs regionally and internationally as demonstrated above and in the comparison matrix attached.

#### **REVIEW PERIOD**

The qualification shall be reviewed every five years.

