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		Issue No.	01
		Effective Date	01.08.2022

SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)		Boitekanelo College												
TITLE	Bachelor of Science in Occupational Therapy										NCQF LEVEL	7		
STRANDS (where applicable)	1. N/A 2. 3. 4.													
FIELD	Health and Social Services			SUB-FIELD		Health Sciences			CREDIT VALUE		488			
New Qualification					☒		Legacy 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: In the Human Resource Strategic Plan of 2008, shortages of relevant trained health personnel were highlighted as impacting negatively on all health qualifications and projects both centrally and at the district level. From the last population census, it is estimated that there are over 200,000 people with disability in Botswana. The main cause of disability has been identified as disease processes including congenital disorders and trauma mostly because of road traffic accidents. Statistics show road traffic accidents as the most common cause of adult-onset disability in Botswana. Currently, Occupational therapy (as part of Rehabilitation) is classified as part of Primary health. This means that the government identifies Occupational Therapy as a basic need which has to be														

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accessible to all Batswana, but the reality is with the therapist: population ratio is over 1:40000. This highlights the shortage of Occupational Therapists in the country. According to the HRDC Health Sector Plan report of 2016, 'Occupational Therapy has been listed as a critical health skill, as derived from research, ISP and ESP. It has been identified as skills in shortage and is therefore required.' The qualification, Bachelor of Science in Occupational Therapy is developed as a response to the need established by Human Resources Development Council Report (HRDC 2019) on Top Occupations in Demand, which identified Occupational Therapists as one of the occupations in high demand in Botswana.

According to the World Federation of Occupational Therapists, Occupational Therapy is a client-centred health profession concerned with promoting health and well-being through occupation. Occupational Therapists achieve this outcome by working with people and communities to enhance their ability to engage in the occupations they want to, need to or expected to by modifying the occupation or the environment to better support their occupational engagement. (WTOF,2016). Apart from people with disabilities Occupational Therapists also work with other client groups like mental health, Occupational Health, Child Development, Vocational rehab centres etc. so the need for more Occupational Therapists cannot be over-emphasized.

Lack of Knowledge of the scope of Practice for Occupational therapists within the community hinders those who need assistance with productivity, self-maintenance and play/leisure who are threatened, restricted, or lost due to impairment, developmental delay, ageing or lack of opportunity to enable them to become full and productive members of the community. The absence of local training institutions is seen as contributing to the shortage of Occupational Therapists in Botswana. Currently, there are no other institutions locally offering the same or similar qualifications. So far only referral hospitals and some regional hospitals have Occupational therapists who are less than 10 meaning that accessibility to OT service especially in semi-urban and rural areas is still poor. This translates to thousands of the general population not having access to the service despite being recognized as a primary health service. Hence advocates the need of developing the OT qualification in the country.

PURPOSE: (itemise exit level outcomes)

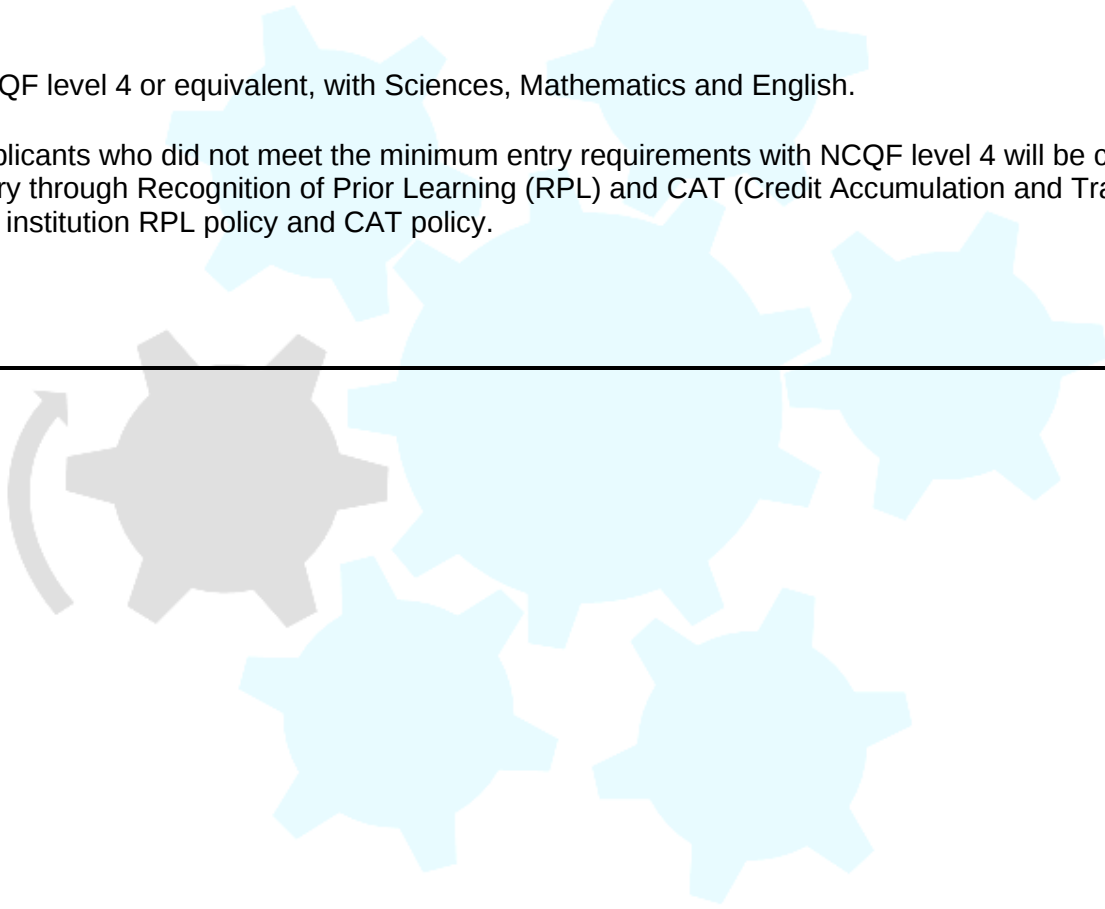
The purpose of this qualification is to equip graduates with specialized knowledge, skills, and competences to:

- Analyze individuals, groups, families, and communities who have been affected by illness, trauma, development, psychosocial and environmental problems which affected their occupations.
- Apply specialized knowledge of concepts of occupational therapy by formulating treatment plans, rehabilitation, environmental modification, return to work programs and functional capacity evaluation tests skills development for individuals and communities.
- Utilize concepts of applied research and ensure evidence-based practice in the occupational therapy profession.
- Apply technical processes and skills to identify and solve complex problems in the field of occupational therapy.

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MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

- NCQF level 4 or equivalent, with Sciences, Mathematics and English.
- Applicants who did not meet the minimum entry requirements with NCQF level 4 will be considered for entry through Recognition of Prior Learning (RPL) and CAT (Credit Accumulation and Transfer) and as per institution RPL policy and CAT policy.



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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Analyse the diverse occupational needs of individuals, communities, and populations to support participation in valued occupations across contexts.	1.1 Conduct occupational needs assessments of individuals, communities, and populations to support participation in valued occupations. 1.2 Analyse areas of occupation, performance skills, performance patterns, activity demands, environment, and client factors. 1.3 Identify appropriate interventions as per the needs assessment of individuals, communities and populations.
2. Conduct occupational therapy-based assessments and implement therapeutical interventions according to the needs of individuals, communities, and populations.	2.1 Select occupational therapy-based assessments based on the client's needs and use appropriate procedures and protocols when administering assessments. 2.2 Evaluate and develop the client's occupational profile and examine factors, performance patterns, context and performance skills using standardized and non-standardized assessments. 2.3 Selects and implements intervention strategies and methods appropriate to the client and working environment.
3. Uphold ethical standards, values, and attitudes of the occupational therapy profession.	3.1 Practices in a professional manner that meets ethical and legal responsibilities. 3.2 Apply different models for decision-making and resolution. 3.3 Analyse the principles of informed consent as it applies to patient care and research. 3.4 Apply advocacy core competencies for promoting evidence-based practice. 3.5 Apply ethical principles and decision-making models in healthcare.

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4. Demonstrate effective communication and interpersonal skills during patient care.	4.1 Adopts an effective communication approach both oral and written as appropriate to the working environment. 4.2 Demonstrate professional knowledge, skills, and attitudes appropriate for the working environment. 4.3 Develop, communicates, and implement an effective occupational therapy intervention. 4.4 Maintain records of the occupational therapy referral, assessment, interventions, and outcomes.
5. Advocate the implementation of best practices in occupational therapy management through critical thinking and evidence-based practice for optimal client outcomes.	5.1 Adopts best available research evidence and professional reasoning into occupational therapy practice. 5.2 Engages in critical, collaborative, professional reasoning processes to determine priorities for intervention. 5.3 Collaborate in scholarly work/produce evidence and new knowledge in occupational therapy.
6. Effective use of information technology to enhance and promote patient care management.	6.1 Demonstrate the use of technology in the selection and administration of assessment tools across a variety of domains. 6.2 Independently design appropriate evidence-based courses of treatment for assigned clients. 6.3 Utilize information technology in modelling and educating about the development of sustainable occupational lifestyles.
7. Work effectively in a multidisciplinary patient health care team.	7.1 Adopts an efficient, effective, and systematic approach to daily workload management. 7.2 Contributes to quality assurance in patient care and workplace environment. 7.3 Exercise responsibility and accountability and uphold team dynamics

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [5]	Level [6]	Level [7]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Organic Chemistry	8			8
	Kinesiology		10		10
	Communication and study skills	8			8
	Introduction to computer application	8			8
	Anatomy	14			14
	Physiology	14			14
	Pathophysiology		10		10
	Introduction to psychology	12			12
	Ethics for health professional		12		12
	Introduction to pharmacology		10		10
	Entrepreneurship		12		12
	Health care professionalism		12		12

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CORE COMPONENT Subjects/Courses/ Modules/Units	Human Occupation and Development	14			14
	Pathology in occupation therapy		12		12
	Developmental psychology		12		12
	Introduction to occupational therapy	12			12
	Occupational therapy 1		14		14
	Mental health		16		16
	Occupational therapy 11		14		14
	Community-based rehabilitation			12	12
	Assistive technology 1		10		10
	Ergonomics			10	10
	Assistive technology 11			12	12
	Neurology		16		16
	Paediatrics I		16		16
	Hands therapy		12		12
	Geriatrics occupational therapy			12	12
	Pediatrics II			16	16
	Disabilities studies			12	12

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	Occupational therapy III			16	16
	Biostatistics		12		12
	Research methods		14		14
	Research proposal			16	16
	Research project			26	26
	Occupational therapy IV			22	22
	Work-integrated learning/internship			22	22
STRANDS/ SPECIALIZATION					
ELECTIVES	Sensory integration		8		
	<i>Epidemiology</i>		8		

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
5	90
6	222
7	176
TOTAL CREDITS	488
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
Credits distribution is classified according to Fundamentals and Core to graduate from a Bachelor of Science in Occupational Therapy qualification, a student must achieve the following: Fundamentals = 130 Core = 350 Electives = 8 Total Credits =488	

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ASSESSMENT ARRANGEMENTS

This will be assessed using formative at 50% and summative at 50%.

MODERATION ARRANGEMENTS

Internal and External moderation:

The following shall apply for both internal and external moderation.

Internal moderation requirements and external moderation shall be carried out in accordance with ETP moderation policy and BQA requirements.

Professional registration and accreditation:

All assessors and moderators must be suitably qualified.

RECOGNITION OF PRIOR LEARNING

Candidates with relevant work-related experience will be considered using Recognition of Prior Learning (RPL) policies.

CREDIT ACCUMULATION AND TRANSFER

Credit accumulated shall be evaluated and transferred guided by the institutional Credit Accumulation and Transfer (CAT) policy

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

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

- Bachelor of Science in Public Health
- Bachelor of Science in Audiology
- Bachelor of Science in Health Promotion and Education
- Bachelor of Science in Speech and Language Therapy

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

- Master of Science in Occupational Therapy/public health (NCQF level 9).
- Master of Science in Hand therapy
- Master of Science in Neurology
- Master of Science in Sensory integration
- Master of Science in Mental health
- Master of Science in Paediatrics

Employment

The graduates of the Occupational Therapy Qualification are prepared in such a way that they can work as:

- Occupational Therapist in outpatient clinics and hospitals.
- Occupational therapists in Pedagogical Institutions (playgroups, nursery schools, schools, after care centers) including special needs schools.
- Health Manager in Rehabilitation Centers
- Consultants in Insurance and medicolegal companies
- Occupational therapists in Mines and Industry

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification:

Qualification award

The candidate to be awarded a Bachelor of Science in Occupational Therapy qualification must achieve a minimum of 488 credits.

There will be issuance of a certificate and an official transcript at the award.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

SIMILARITIES

- University Of Free State offers a Degree in Occupational Therapy is NCQF level 7 and has 540 credits. It runs for 4 years. The clinical placements are within the program like the program for Boitekanelo College. There are 18 modules out of 36 modules.
- The University of KwaZulu Natal offers a Degree in Occupational Therapy at NCQF level 7 and has 520 credits. The learning Outcomes are almost similar, and the clinical internship is within the program like BC Occupational Therapy modules.

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- University Of Witwatersrand offers a degree in Occupational Therapy for 4 years with 480 credits. The learning outcomes are almost like the program. There are 16 modules in the program for Occupational Therapy in BC.
- Australian Catholic University offers Bachelor in Occupation Therapy at AQF level 7, it's a 4-year full-time program. Total credit points are 320 points. The learning outcomes are also like the program. There are 10 modules in the program.
- Cardiff University in the UK offers a Bachelor of Science in Occupation Therapy for 3 years duration. The total credits are 360 points. There are 10 similar modules offered as compared to the program.

Differences:

- The differences were found in electives offered in Kwazulu Natal like Basic in Zulu Language Studies and Academic Writing.
- Australian Catholic University degree is offered as Cp points and the rule of combination is 20 Cp from Core curriculum units, 250 Cp from specified units and 50 Cp points from Professional Practice units.
- In Australian Catholic University students may apply to undertake Honours in the third and fourth years of the course subject to meeting the admission requirements and achieving a grade point average of 5.5 on the ACU seven-point scale.
- Cardiff University also support professional development engagement (CPD) within the program.

Generally, the qualification compares well with other institutions in terms of Learning outcomes and modules offered which facilitates easy articulation and transfers to other institutions if required. This qualification will produce graduates with similar competencies as of those with the institutions compared with and allow employment opportunities across.

REVIEW PERIOD

Every 5 years