SECTION A:	**QUALIFICATION DETAILS**						

QUALIFICATION DEVELOPER (S)	**INSTITUTES OF HEALTH SCIENCES**

TITLE	Diploma in General Nursing	**NCQF LEVEL**	6

STRANDS (where applicable)	*1.* N/A *2.* N/A 3.N/A 4.N/A

FIELD	Health and Social Services	**SUB-FIELD**	Health Sciences	**CREDIT VALUE**	363

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:

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. Consequent to this shift, there has been shortage of skilled health human resource which has resulted in stretched workforce thereby demanding further training of health human resource (National Health Policy 2011).

Furthermore, the Human Resource Development Council's Priority Occupation List report of 2019 has identified nursing as one of the occupations in high demand in the country. The Institute of Health Sciences/ Mission

Institutions (IHS/MI) are tasked with the training of nurses and other health human resource to meet the demands of the country.

In view of the above Botswana Integrated Health Service Plan 2010 - 2020 has identified the need to address the way in which training is planned and delivered to improve the acquisition of the skills necessary to deliver the new ten-year health service plan. Based on the above premise, the review of the Higher Diploma in General Nursing Curriculum became imperative.

This is guided by the National Credit Qualifications Framework (NCQF) whose emphasis is on the outcome-based education approach as well as on the aspirations reflected in Vision 2036. Botswana Education Training and Sector Strategic Pan (ETSSP) 2015-2020 has reflected that it is necessary to raise the skills and knowledge of the current and future workforce to meet the labor and social needs.

In meeting the ETSSPs position on this issue the IHS/MI embarked on a needs assessment exercise whose findings revealed that there is a need to emphasize and reinforce the attributes of professionalism, critical thinking skills, clinical practice, and communication. These are some of the core competencies that inform the future of nursing practice and curriculum in provision of quality and safe health care. Furthermore needs assessment exercise revealed that diploma in nursing is relevant

The envisaged curriculum is consistent with the findings of the comparability matrix that revealed commonality in the exit outcomes, duration of the program, course content and more emphasis on clinical practice.

PURPOSE: (itemise exit level outcomes)

The purpose of the qualification is to equip learners with advanced knowledge skills, and competencies to:

- provide quality, holistic, client centered care in a variety of health care setting
- Participate as member of the health team in delivery of curative preventive, promotive and rehabilitative health care service
- Mobilize community resources and their involvement in working with the communities.
- Demonstrate professional integrity and conform to ethical frameworks and professional regulations in patient care
- Demonstrate advanced skills in teaching patients and giving nursing care to them
- Demonstrate advanced skills in administration and leadership while working with other members of health team and community
- Assist in research activities

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

The applicant admitted to the General Nursing Programme shall satisfy the following criteria:

- The minimum entry requirements shall be NCQF level 4 Certificate IV or its equivalent.

- Applicants who do not meet the above criteria but possess relevant industry experience may be considered through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) done following guidelines of the ETP which are aligned with BQA/National policies.

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		Issue No.	01
		Effective Date	01.08.2022

SECTION B	QUALIFICATION SPECIFICATION

GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Utilize the nursing process and knowledge gained from biomedical and behavioural sciences in the provision of comprehensive care in a variety of health care settings	1.1. Integrate nursing skills to provide effective and comprehensive nursing care using the nursing process 1.2. Demonstrate clinical judgment skills in the provision of nursing care 1.3. Demonstrate documentation and reporting skills in the provision of nursing care 1.4. Implement nursing care utilizing critical thinking skills based upon knowledge from nursing and other disciplines 1.5. Demonstrate cultural sensitivity by integrating client values, beliefs, and practices in the provision of care 1.6. Integrate knowledge of natural and biological sciences in nursing practice 1.7. Make accurate measurements and calculations relevant to nursing care
2. Collaborate with members of the multidisciplinary team, client, and client support system in the provision of care utilizing the Primary Health Care approach in diverse health settings	2.1. Communicate effectively with all members of the health team including the patient and the patient support network when making decisions and planning care 2.2. Collaborate with the appropriate health care providers to communicate data collected during patient care 2.3. Implement patient safety and quality improvement within the context of the multidisciplinary team in a variety of settings 2.4. Employ conflict resolution principles as needed. 2.5. Apply the principles of Primary Health Care to diverse clients in a variety of healthcare settings by responding to emerging healthcare trends, technologies, and concepts

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	2.6. Develop and implement projects within a community setting in collaboration with stakeholders
	2.7. Demonstrate understanding of the role of the nurse in the communities
	2.8. Use data to monitor and improve the quality and safety of patient care
	2.9. Utilize research findings to provide evidence-based care
3. Utilize effective communication skills to foster mutual respect, shared decision making to enhance knowledge, experience, and health outcomes	3.1. Demonstrate understanding of the principles of effective communication through various means including verbal, nonverbal, written, and electronic methods
	3.2. Demonstrate understanding of the physiological, psychosocial, developmental, spiritual, and cultural influences on effective communication
	3.3. Identify client communication needs (visual, auditory, or tactile) for appropriate intervention
	3.4. Demonstrate the ability to show empathy, kindness, and good interpersonal relationship with client in patient care
4. Demonstrate leadership and management skills in the provision of care to clients in diverse settings	4.1. Demonstrate understanding of concepts and principles of leadership and management
	4.2. Implement change to improve patient care
	4.3. Model accountability and responsibility for nursing care given by self and or delegated to others as applied to the care of all patients
	4.4. Advocate for the client through collaboration with the interdisciplinary team
	4.5. Utilize critical thinking and problem-solving skills in the provision of care
	4.6. Demonstrate supervisory and mentorship in provision of nursing care

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5. Demonstrate accountability for providing and evaluating nursing care that adheres to professional standards and incorporates legal and ethical responsibilities of the nurse	5.1. Facilitate learning and individual behaviour change by providing information adapted to the context of the client 5.2. Demonstrate self-directed lifelong learning and professional development 5.3. Provide care within legal and ethical standards of nursing practice 5.4. Demonstrate understanding of the code of nursing ethics and its application 5.6. Promote the rights of individuals and families according to ethical, legal regulatory, and professional standards of nursing practice
6. Use information management principles, techniques and systems, and patient care technology to communicate, manage information, mitigate error, and support decision making.	6.1. Use patient care technology, information system, and communication devices to support safe nursing practice 6.2 Apply patient care technology as appropriate to address the needs of a diverse patient population 6.3 Evaluate the role of information technology and information systems in improving patient care outcomes and creating a safe environment.

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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 Subjects/ Courses/ Modules/Units	Anatomy and Physiology		15		15
	Chemistry	12			12
	Physics	10			10
	Microbiology		13		13
	Communication and Study Skills	6			6
	Computer Skills	6			6
	Sociology	8			8
	Psychology	8			8
CORE COMPONENT Subjects/Courses/ Modules/Units	Foundations of Nursing		20		20
	Professional Basis of Nursing Practice		8		8
	Introduction to Pharmacology		10		10
	Health Assessment		18		18
	Leadership and Management			15	15

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	Medical and Surgical Nursing 1		**18**		**18**
	Medical and Surgical Nursing 2		**18**		**18**
	Pediatric Nursing		**20**		**20**
	Parent and Child Health Nursing		**20**		**20**
	Community Health Nursing		**20**		**20**
	Community Mental Health and Psychiatric Nursing		**18**		**18**
	Nutrition		**6**		**6**
	Research Methods		**6**		**6**
	Medical and surgical Nursing Practicum		**12**		**12**
	Parent and Child Health Nursing Practicum		**12**		**12**
	Pediatric Nursing Practicum		**12**		**12**
	Community Health Nursing Practicum		**12**		**12**
	Community Mental Health and Psychiatric Nursing Practicum		**12**		**12**
	Leadership and Management practicum		**12**		**12**

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ELECTIVE/ OPTIONAL COMPONENT *Subjects/Courses/ Modules/Units*	Optional x 2 • Public Relations • Entrepreneurship • Gender Equality • Health Informatics • Counselling • Health and politics		16		16

STRANDS/ SPECIALIZATION	*Subjects/ Courses/ Modules/Units*	*Credits Per Relevant NCQF Level*			*Total Credits*
		Level [ ]	*Level [ ]*	*Level [ ]*	
1.	**N/A**				
2.	**N/A**				

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	**Credit Value**
5	**50**
6	**298**
7	*15*
TOTAL CREDITS	363

Rules of Combination:

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

This qualification comprises mainly of foundational courses in the first two semesters, core and elective/optional courses on the subsequent semesters **totaling 363 credits.**

FUNDAMENTAL COMPONENT

78/363 = **21.5%**

CORE COMPONENT

269/363 =**74.1%**

ELECTIVES/OPTIONAL

16/363 = **4.4%**

Candidates will select 2 optional modules (8 credits each) from the menu given.

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ASSESSMENT ARRANGEMENTS

Different types of assessment will be used including formative, summative assessment, and clinical focused assessment.

Formative and Summative Assessment

The weighting of formative assessment shall be 60% and summative shall be at 40%

MODERATION ARRANGEMENTS

There shall be provision for both internal and external moderation by BQA or other regulatory accredited moderators and assessors

RECOGNITION OF PRIOR LEARNING

Candidates may submit evidence of prior learning and current competence and/or undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with applicable RPL policies and any other relevant national policies 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

Credit Transfer and Accumulation (CAT) will be considered for the award of credits towards the qualification in accordance with applicable CAT policies and any other relevant national policies and legislative framework Policy.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

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

- Diploma in Environmental Health
- Diploma Medical Laboratory Technology
- Diploma in pharmacy technology
- Diploma in Health Education
- Diploma in Dental Therapy

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

The diploma holder may progress to:

- Bachelor of Nursing Science
- Bachelor of Midwifery
- Bachelor of Nurse Anaesthesia
- Bachelor of Community Health Nursing
- Bachelor of Ophthalmic nursing
- Bachelor of Oncology nursing
- Bachelor of Paediatric nursing
- Bachelor of Psychiatric nursing
- Bachelor of Orthopaedic nursing
- Bachelor of Trauma and emergency nursing

The following are employment pathways for the holder of the qualification

- Registered Nurse
- School health Nurse
- Nursing Manager
- Medical Assistant
- Case Manager
- Home Health Nurse

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification

A candidate is required to achieve 363 credits inclusive of the fundamental, core and elective/optional components to be awarded Diploma in General Nursing qualification.

Certification

Candidates meeting prescribed requirements will be awarded the qualification in accordance with standards prescribed for the award of the qualification and applicable policies, and will be issued a qualification certificate by the awarding body.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

The benchmarking was conducted for both regional and international comparability in Mauritius Institute of Health in Mauritius and A K G Memorial Cooperative College of Nursing in India, respectively. Given that their qualifications lasts 3 years (6 semesters) and includes formative and summative evaluations, it contrasted

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favourably to the envisaged curriculum. The exit outcomes and competences are likewise in line with the desired curriculum and compare favourably. Additionally, the offered courses (foundational and core courses) are comparable to the envisage curriculum and include extensive clinical practice, both of which are essential in the development of competent nurses. The intended curriculum is identical to the educational and employment pathways. Diploma Nurses can continue their education by pursuing Post Basic Nursing, BSc. in Nursing, BSc. in Nursing with Hons, MSc. In Nursing, MPhil in Nursing and PhD degrees.

CONCLUSION STATEMENT

The naming of the qualifications is similar to that of benchmarked institutions. The exit outcomes are geared towards producing a graduate that will articulate well in the local and global market though the total number of credits differ as a result of differences in credits calculations.

The proposed qualification generally compares well with all the qualifications studied since the exit outcomes cover similar scope and depth and are aligned to exit-level descriptors for the level (NCQF 6) and type of qualification as done within the region and beyond as well as competencies required for registration and accreditation with the professional body.

REVIEW PERIOD

Review will be conducted after every 5 years unless circumstances change warranting review before the 5 years.

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