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|  | BQA NCQF QUALIFICATION TEMPLATE | Document No. | DNCQF.QIDD.GD02 |
| | | Issue No. | 01 |
| | | Effective Date | 04/02/2020 |

| SECTION A: QUALIFICATION DETAILS | | | | | | | | | | | | | | |
|--|--|------------------------|----|------------------|---------------------------|----------------|---------|----------------------------------|--|---------------------|-------------------|------------------|--|---|
| QUALIFICATION DEVELOPER (S) | | University of Botswana | | | | | | | | | | | | |
| TITLE | Bachelor of Science (Honours) in Nursing | | | | | | | | | | NCQF LEVEL | 8 | | |
| FIELD | Health and Social Services | | | SUB-FIELD | | Health Science | | | | CREDIT VALUE | 618 | | | |
| New Qualification | | | | | | ✓ | | Review of Existing Qualification | | | | | | |
| SUB-FRAMEWORK | | General Education | | | | | TVET | | | | | Higher Education | | ✓ |
| QUALIFICATION TYPE | Certificate | I | II | III | IV | V | Diploma | Bachelor or | | | | | | |
| | Bachelor Honours | | | ✓ | Post Graduate Certificate | | | Post Graduate Diploma | | | | | | |
| | Masters | | | | | Doctorate/ PhD | | | | | | | | |
| RATIONALE AND PURPOSE OF THE QUALIFICATION | | | | | | | | | | | | | | |
| <p>RATIONALE:</p> <p>Botswana has a high shortage of professional nurses (degree-prepared nurses) as indicated by the Integrated Health Service Plan. As of 2012, there was a shortfall of 4,940 registered nurses. According to NMCB records, as of October 2, 2018, there were 12 000 nurses registered for practice. Efforts to establish the number of professional nurses were not successful. By 2036, the country should have adequate degree-prepared nurses who will contribute towards sustainable reduction of morbidity and mortality from personal behavioural, hazardous bio-chemical and environmental factors. More professional nurses are needed for the achievement of Sustainable Development Goals (SDGs) especially those pertaining to goal 3 (ICN, 2017). Professional nurses are a priority according to the Human Resources Development Council (HRDC) human resource strategy, and the National Development Plan (2017 – 2023) calls for improvement to quality health care services through strengthened human capital. World Health Organization Global Strategic Directions for Nursing and Midwifery (2016 – 2020) has a thematic area focused on ensuring educated, competent, and motivated nursing and midwifery workforce.</p> | | | | | | | | | | | | | | |

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PURPOSE:

The purpose of the qualification is to prepare a beginning nurse who possesses professional knowledge and nursing competencies in the field of nursing, to enable her to provide care to clients, families, and communities. The qualification aims to prepare a life-long learner with cognitive, affective, and psychomotor skills and leadership abilities to be able to provide nursing care.

The qualification is to produce graduates who will be able to:

1. Apply various basic sciences, social and prepares a knowledgeable, competent, and skilled beginning professional nursing practitioners who will provide care in general settings.
2. Collaborate with other members of the health care team to ensure optimum and holistic nursing care to individuals, families, and communities.
3. Integrate theoretical, ethical, and legal principles to provide nursing care to clients throughout the life span.
4. Provide culturally relevant nursing care to individuals, families, groups, and communities in a variety of settings.
5. Apply leadership and management principles in the delivery of nursing care.

ENTRY REQUIREMENTS (including access and inclusion)

Entry requirements to this qualification shall be.

- 2.1 NCQF Level 4 with pass with English language and Mathematics.
- 2.2 Recognition of Prior learning and credit accumulation and transfer will be considered for entry in accordance with RPL and CAT policies.

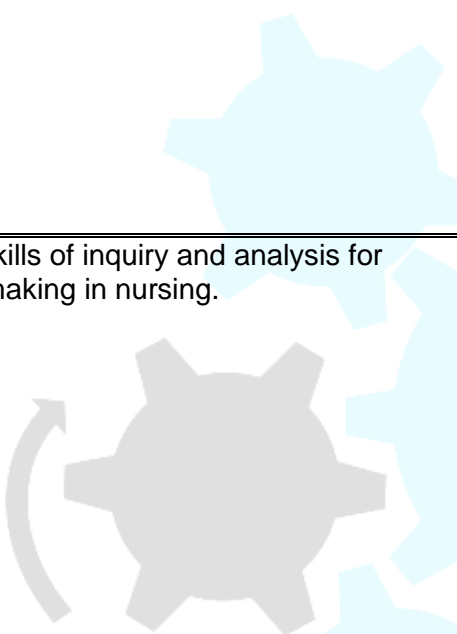
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| SECTION B | | QUALIFICATION SPECIFICATION | |
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| GRADUATE PROFILE (LEARNING OUTCOMES) | | ASSESSMENT CRITERIA | |
| 1. Integrate theoretical knowledge in nursing from basic and social sciences and other disciplines in the provision of care | | 1.1 Analyse nursing and other theories for their relevance to practice. 1.2 Utilize knowledge from nursing, basic and social sciences in the promotion of health, prevention of illness, and care for different population groups across the lifespan. 1.3 Demonstrate appropriate knowledge, skills, and attitude in the delivery of nursing care. | |
| 2. Utilize processes and theoretical frameworks in the provision of nursing care | | 1 Identify theories and frameworks used in nursing. 2 Apply the nursing process and other relevant frameworks and nursing theories to provide nursing care to individuals, groups, and communities. 2.2 Utilize theoretical frameworks in nursing and other theories to assess the health status of individuals, groups, and communities. 2.3 Evaluate the usefulness of theoretical frameworks in nursing practice. 2.4 Compare and contrast nursing theoretical frameworks and other theories used in nursing practice. | |
| 3. Evaluate the influence of socio-economic, cultural, political, global, and environmental trends in nursing | | 3.1 Identify and examine the effects of determinants of health. 3.2 Apply knowledge of determinants of health in the provision of health services to individuals, families, groups, and communities. 3.3 Examine the impact of social and cultural factors on individuals' health status. | |


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| | 3.4 Analyse the influence of environmental and political factors on the health of individuals, families, and communities. |
| 4. Apply critical thinking and scientific reasoning in the provision of cost-effective quality nursing care | 4.1 Demonstrate clinical in decision-making in patient care. 4.2 Apply scientific reasoning in the provision of care. 4.3 Prioritize individual needs in the provision of care |
| 5. Adhere to legal and professional nursing standards and stipulated protocol of documentation | 5.1 Record clients' data accurately using appropriate terminology. 5.2 Document findings according to stipulated standards and protocols. 5.3 Communicate with other health care providers utilizing written and electronic health records. 5.4 Interpret patient data correctly make informed decisions on the care of clients. |
| 6. Provide culturally relevant nursing care to individuals, families, groups and communities in a variety of settings | 7.1 Demonstrate cultural competency and sensitivity in the provision of care. 7.2 Design nursing interventions that are culturally relevant and sensitive to the needs of populations. |
| 7. Apply leadership and management principles in the delivery of nursing care. | 8.1 Apply theories of leadership and management principles in the provision of care. 8.2 Assume leadership role in quality improvement. 8.3 Utilize individual team and organizational learning opportunities for professional development. 8.4 Develop health budget for the nursing care operations. |
| 8. Integrate professional, ethical, and legal principles to provide nursing care to clients throughout the life span | 9.1 Demonstrate knowledge of nursing standards and legal frameworks applicable to Botswana. 9.2 Implement nursing interventions in accordance with recognized standards of practice. |

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|  | | <p>9.3 Demonstrate effective inter-professional communication in the provision of care .</p> <p>9.4 Adhere to nursing professional code of ethics and conduct.</p> <p>9.5 Apply fundamental ethical principles for the protection of human subjects in diverse cultural settings.</p> |
| | 9. Utilize skills of inquiry and analysis for decision-making in nursing. | <p>10.1 Utilize relevant literature and research findings to improve nursing practice.</p> <p>10.2 Review of practice procedures and guidelines based on relevant research.</p> <p>10.3 Demonstrate analytic skills in assessing and utilizing health information and research evidence.</p> <p>10.4 Conduct of health care research utilizing appropriate technologies.</p> |
| | 11. Demonstrate values of life-long learning to support excellence in service delivery in nursing care. | <p>11.1 Undertake regular self-evaluation of nursing practice to identify professional development needs.</p> <p>11.2 Engage in on-going self -professional development through both formal and non- formal education.</p> |
| | 12. Utilize emerging technology in the provision of nursing care. | <p>12.1 Identify emerging health care technologies in nursing.</p> <p>12.2 Demonstrate appropriate use of emerging health care technologies.</p> <p>12.3 Utilize different types of emerging technologies to support the decision-making processes.</p> |
| | 13. Demonstrate entrepreneurial skills in the provision of nursing care | <p>13.1 Apply entrepreneurial skills in the delivery of nursing care.</p> <p>13.2 Identify areas of possible entrepreneurial activities for nurses.</p> <p>13.3 Contribute to the development of comprehensive health financing policies.</p> |

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| | <p>13.4 Develop of norms, standards, and procedures for implementation of entrepreneurial activities/projects.</p> <p>13.5 Identify the importance of good customer service in the provision nursing care.</p> |
| <p>14. Collaborate with stakeholders and other partners in the provision of nursing care.</p>  | <p>14.1 Involve communities in the identification of their health needs.</p> <p>14.2 Identify areas of collaboration with members of the traditional health care system.</p> <p>14.3 Demonstrate knowledge of the use of alternative therapies.</p> <p>14.4 Refer clients to other members of the healthcare team.</p> <p>14.5 Engage as an effective member of the health care team.</p> |

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| SECTION C | QUALIFICATION STRUCTURE | | | | |
|---|---|--|--------------------|------------------|---|
| COMPONENT | TITLE | Credits Per Relevant NCQF Level | | | Total (Per Subject/ Course/ Module/ Units) |
| | | Level [7] | Level [8] | Level [] | |
| FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i> | Physics for Nurses | 12 | | | 12 |
| | Human Anatomy and Physiology | 24 | | | 24 |
| | Introductory Biochemistry | 16 | | | 16 |
| | Introduction to Communication and Academic Literacy Skills for Health [Sciences | 24 | | | 24 |
| | Computing Skills Fundamentals | 24 | | | 24 |
| | Introduction to Psychology | 12 | | | 12 |
| | Introductory Mathematics | 16 | | | 16 |
| | Microbiology for Health Sciences | 16 | | | 16 |
| | Elementary Statistics | 12 | | | 12 |
| | Health Informatics | 12 | | | 12 |
| | Traditional and Alternative Health Systems | 12 | | | 12 |

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| CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i> | Introduction to Nursing and Health & Practice | 56 | | | 56 |
| | Concepts in Health and Illness: Adult and Aged Health Nursing & Practice | 28 | | | 28 |
| | Pharmacology | 10 | | | 10 |
| | Health Assessment | 16 | | | 16 |
| | Infant and Child Nursing & Practice | 28 | | | 28 |
| | Pathophysiology | 12 | | | 12 |
| | Introduction to Oncology and Palliative Care | 10 | | | 10 |
| | HIV and AIDS Education and Life Skills in Botswana | 10 | | | 10 |
| | Principles and Practice of Community Health Nursing & Practice | 28 | | | 28 |
| | Introduction to Nursing Research and Process and Research project | 10 | 30 | | 40 |
| | Integrated Nursing Practice (Internship) | | 72 | | 72 |
| | Leadership and Management in Nursing | | 10 | | 10 |
| | Nursing and Management of Adolescents | | 10 | | 10 |

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|---|--|----|----|--|----|
| | Mental Health and Psychiatric Nursing & Practice | | 28 | | 28 |
| | Sexual and Reproductive Health and Rights & Practice | | 28 | | 28 |
| | Introduction to Critical Care Nursing & Practice | | 28 | | 28 |
| ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i> | Style in writing | 12 | | | 12 |
| | Social Policy | 12 | | | 12 |
| | Counselling over a Life Span | 12 | | | 12 |
| | Nutrition in the life Span | 12 | | | 12 |
| | Urbanization Migration and Development | 12 | | | 12 |
| | Gender, Reproductive Health & Development | 12 | | | 12 |

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| SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL | |
|---|---------------------|
| TOTAL CREDITS PER NCQF LEVEL | |
| NCQF Level | Credit Value |
| 7 | 412 |
| 8 | 206 |
| | |
| TOTAL CREDITS | 618 |
| Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification) | |
| Bachelor of Science (Honours) in Nursing | |
| RULES OF COMBINATION | |
| Component | Credit Value |
| <i>Fundamentals</i> | 180 |
| Core Courses | 414 |
| <i>Optional/Elective</i> | 24 |
| TOTAL | 618 |
| <p>Two optional courses each worth 12 credits (24) credits) shall be chosen.</p> | |

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ASSESSMENT ARRANGEMENTS

Assessment includes summative (final examination) and formative (CA). The ratio of Formative to Summative will be 1:1.

Formative Assessment

This may include assignments, written tests, practical projects research exercises, essays, open book test, independent study, or any form of CA as shall be determined from time to time.

Summative Assessment

- Final exams will be held during the scheduled examination period at the end of each semester in which the course is taught.

MODERATION ARRANGEMENTS

Moderation will be done in accordance with National and institutional moderation policies by registered and accredited moderators.

RECOGNITION OF PRIOR LEARNING

- Recognition of Prior Learning (RPL) will be considered for award in accordance with Institutional and National RPL policies.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation and Transfer (CAT) will be considered for award in accordance with Institutional and National CAT policies

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Vertical

- Master of Nursing Science (different nursing specialties)
- Master of Science in Nursing (different nursing specialties)
- Master of Public Health
- Master of Nursing Education
- Master of Counselling
- Master of Philosophy

Horizontal

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Bachelor of Nursing
 Bachelor of Social Sciences in Nursing
 Bachelor of Arts in Nursing
 Bachelor of Science in Nursing

Employment Pathway

The Nurse with bachelor's degree shall work as:

- Registered nurses
- Nurse consultants
- Nurse counsellors
- Nurse researchers

QUALIFICATION AWARD AND CERTIFICATION

Award

Candidates meeting prescribed requirements, as according to Rules of Combination will be awarded Bachelor of Science (Honours) in Nursing.

Certification

Successful candidates will be issued with a certificate authenticating the award.

REGIONAL AND INTERNATIONAL COMPARABILITY

The qualification as well as competencies required for registration and accreditation with professional bodies such as Nursing and Midwifery Council of Botswana (NMCB), are similar to the South African Nursing Council requirements. The Bachelor of Nursing at Nelson Mandela University has a credit load of 507 while the University of Johannesburg has 544 credits and the Bachelor of Science at France Payne Boston School of Nursing, Case Western Reserve University in the United States has 121.5 credits, and the proposed qualification has a credit load of 618. On the other hand, Case Western Reserve University has a 1300+ clinical hours compared to 334 credits for the proposed. It's worth noting that the credit system for the two universities may be interpreted differently.

The other difference is that at these universities graduates exit with an integrated degree of general nursing with other specialty areas such as midwifery, community health nursing and mental health nursing, whereas the Bachelor of Science (Honours) in Nursing at UB produces a general nurse without any other specialty area.

All university has a duration of 4 years at NQF level 8 except The France Payne Boston School of Nursing at Case Western Reserve University which does not use NQF and most of the information could not be

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accessed. The learning outcomes of all the universities are very close to each other and it is evident that the proposed qualification has an upper hand because of a credit load of 618.

NB: The graduate of this qualification is similar to those of the universities in the region in this compatibility matrix because the students will do 2 months internship at year 3 and 4 when the university is closed while that of Case western Reserve University, they expressed the clinical hours as 1300+ with 10 weeks of community-based experience. The Nursing and Midwifery Council of Botswana does not recommend a bachelor's degree with 480 credits and that is why we increased the credit load.

Graduate from all universities write examinations to register with respective regulatory bodies.

Also, we shall be preparing the graduates not only for Botswana because some international Nursing Councils do not register nursing graduates with 480 credits to work in their countries.

This means our graduate will work as a nursing assistant in Aged Care facilities in other countries as is the case currently.

REVIEW PERIOD

Qualification will be reviewed every Five Years