

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.P01.GD02
		Issue No.	01
		Effective Date	01.08.2022

SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)		University of Botswana												
TITLE	Post Graduate Diploma in Community Health Nursing										NCQF LEVEL	8		
STRANDS (where applicable)	1. N/A 2. 3. 4.													
FIELD	Health and Social Services			SUB-FIELD	Health Science				CREDIT VALUE	132				
New Qualification					<input checked="" type="checkbox"/>		Legacy Qualification							
SUB-FRAMEWORK		General Education			<input type="checkbox"/>		TVET			<input type="checkbox"/>		Higher Education		<input checked="" type="checkbox"/>
QUALIFICATION TYPE	Certificate	I	II	III	IV	V	Diploma	Bachelor						
	Bachelor Honours			Post Graduate Certificate				Post Graduate Diploma		<input checked="" type="checkbox"/>				
	Masters					Doctorate/ PhD								
RATIONALE AND PURPOSE OF THE QUALIFICATION														
<p>RATIONALE: In a needs assessment conducted in 2014/15 in the sampled regions of the country; stakeholders, employers and industry indicated that community health nurses are amongst the cadres still relevant and in demand. This is consistent with the Botswana Health Sector Plan (BHSP), (2010) & Human Resource Development Council (HRDC), (2016) report. The HRDC Priority occupations list – 2019 report list Community Health Nurses as a top priority occupation in demand in Botswana. As of 2015, there were approximately 1080 community health nurses in the country. The recommended ratio of a community health nurse to clients is 1: 1500 clients (Essential Health Service Package, 2010). With a population of 2,100,000 million (Central Statistics Office,2011) the current ratio of community health nurses to clients is 1:1950 clients, therefore this puts training of community health nurses to be still relevant. Community health nurses are important in strengthening Primary</p>														

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Health Care (PHC).

According to WHO (2013) report a total of 57 million deaths occurred in the world, out of which 36 million (63 %) are due to non-communicable diseases and nearly 80 % of these deaths occurred in low and middle-income countries of which Botswana is a part. Communicable diseases such as Tuberculosis, Malaria, Hepatitis, HIV and AIDS and other social ills like substance abuse including narcotic drugs and harmful use of alcohol account for the remaining 21 million (37%). These are a serious concern as alluded to in the Sustainable Development Goal (SDG 3). Scaling of community health nursing qualification would take cognizance of these global health challenges and other identified gaps.

One of the Ministry of Health and Wellness resolutions during the 2015 leadership summit was the need for a paradigmshift from curative to preventive care. This can among other things be made possible through revitalizing PHC approach and ensuring inclusive and equitable quality education and lifelong learning (SDG 4). Consistent with this resolution, the Education and Training Sector Strategic Plan (ETSSP) recognizes the need for the education system to be more responsive to national labour market demands, aligned with key government priorities and pressing economic development goals as stated in the National Development Plans 11 which is consistent with ETSSP (2015-2020).

Comparability studies show that subspecialties for community health nursing are 120 credits on their own when offered at the postgraduate level. In Botswana's context, there is a need for a community health nurse with an extended scope of practice who will be able to work in diverse health care settings therefore, this graduate should have competence in school health, occupational health, district nursing, health visiting etc to address such specialities. In line with primary health care revitalization in Botswana, the graduate should be able to address emerging health issues such as COVID-19, mpox, cancers, high blood pressure and diabetes at the community level. In order to produce this kind of nurse additional modules were added resulting in a credit load exceeding the recommended 120.

PURPOSE:

The purpose of the qualification is to equip graduates with highly specialized knowledge, skills, and competencies to:

- Provide comprehensive preventive, promotive, curative, and rehabilitative culturally sensitive services to individuals, families, groups, and communities.
- Apply scientific investigations, disseminate, and utilize research findings to enhance evidence-based practice to achieve optimal health outcomes in community health care.
- Collaborate and partner with other professionals in providing comprehensive holistic care to individuals, families and communities and promote activities geared towards illness prevention.

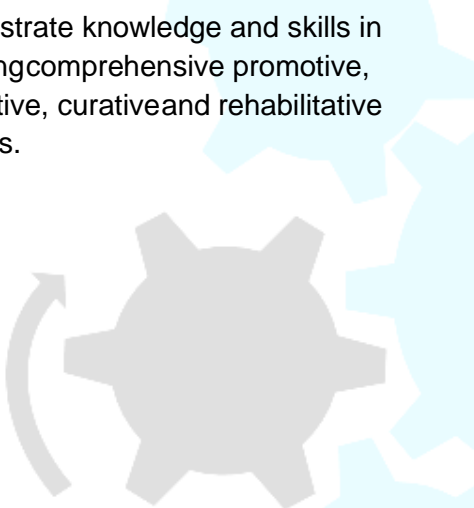
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- Demonstrate professional integrity and conform to policy and professional regulatory requirements in managing clients from diverse cultural backgrounds.
- Promote professional excellence and add to body of knowledge through engagement in continuing education opportunities.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)


- NCQF level 7 in general nursing or its equivalent
- The candidate must be registered with the Nursing and Midwifery Council of Botswana.
- Recognition of Prior Learning (RPL) and Credit Accumulation
And transfer (CAT) shall apply according to the ETP's CAT and RPL policies aligned to BQA

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>1. Demonstrate knowledge and skills in providing comprehensive promotive, preventive, curative and rehabilitative services.</p> 	<p>1.1 Involve the community and key stakeholders in identification of factors that influence health and illness as well as health services</p> <p>1.2 Assess and diagnose community health needs as a basis for interventions and development of health programmes in a variety of Primary Health Care Settings</p> <p>1.3 Plan for interventions together with the community and key stakeholders</p> <p>1.4 Implement the planned activities with the community and key stakeholders</p> <p>1.5 Monitor and evaluate community interventions</p> <p>1.6 Recommend arising issues to appropriate departments/authorities</p>
<p>2. Apply research knowledge and skills to enhance evidence based practice in order to achieve optimal health outcomes in community health care.</p>	<p>2.1 Analyze uptake of different health programmes and intervene as appropriate</p> <p>2.2 Identify issues related to uptake of health programmes running in the community</p> <p>2.3 Plan interventions to address identified issues in collaboration with members of the community.</p> <p>2.4 Share plans with community members and key stakeholders for input and endorsement</p> <p>2.5 Execute, the plan of interventions in collaboration with the community and key stakeholders</p> <p>2.6 Monitor and evaluate implementation of interventions</p>
<p>3. Collaborate and partner with other professionals in providing holistic care to individuals, families and communities and promote activities geared towards illness prevention</p>	<p>3.1 Assess community needs in collaboration with community and stakeholders</p> <p>3.2 Plan activities with stakeholders and share plan with community</p> <p>3.3 Implement planned activities with community and stakeholders</p> <p>3.4 Monitor and evaluate activities with the community</p>

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	3.6 and stakeholders
4. Demonstrate professional integrity and conform to policy and professional regulatory requirements in managing clients from diverse cultural backgrounds	4.1 Identify health policies and standards relevant to community health practice 4.2 Apply ethical principles and standards in the provision of Community Health Nursing care. 4.3. Conducts and uses policy analysis to address specific community health issues 4.4 Plans community interventions guided by relevant theories, models, policies and evidence

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [8]	Level []	Level []	Total
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Epidemiology and health statistics	12			12
	Research methods	10			10
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Community Health Nursing I	15			15
	Health promotion	10			10
	Sexual and Reproductive Health	8			8
	School Health Nursing	8			8
	Family Health Nursing	10			10
	Occupational Health and Safety	8			8
	Community Health Nursing II	15			15
	Introduction to Project Development & Management	6			6
	Community Health Nursing Practicum	30			30

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

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
8	132
TOTAL CREDITS	132
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<p>Candidates are required to achieve a minimum of 132 credits inclusive of the following:</p> <p>Fundamental Component = 22 credits 16,7%</p> <p>Core Component = 110 credits 83.3%</p>	

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ASSESSMENT ARRANGEMENTS

All assessments, formative and summative, leading/contributing to the award of a PGD-CHN qualification shall be based on learning outcomes.

Formative and Summative assessment

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

MODERATION ARRANGEMENTS

There shall be provision for both internal and external moderation by BQA or equivalent regulator accredited moderators and assessors.

RECOGNITION OF PRIOR LEARNING

The candidate shall 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 RPL policies and relevant national-level policy and legislative framework. Application 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

Learners will be allowed to transfer credits from previous studies which have identical or equivalent content and learning outcomes to courses offered at HTI and contribute to an award.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Vertical articulation

Graduates of this Programme can progress to do:

- Master of Nursing Science in Community Health Nursing
- Master of Nursing Science in Adult Health
- Master of Nursing Science in Mental Health
- Master of Public Health Sciences
- Master in Nursing Education
- Master in Health Care Management

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Horizontal articulation

- Post Graduate Diploma in Ophthalmic Nursing
- Post Graduate Diploma in Occupational Health
- Post Graduate in Public Health
- Post Graduate Diploma in Pediatric Nursing
- Post Graduate Diploma in Palliative Care
- Post Graduate Diploma in Health care Management
- Post Graduate Diploma in Nursing Management
- Post Graduate Diploma in Community Eye Care

Employment

- Occupational Health & Safety Manager/Officer
- Health and Wellness Officers
- Project/Programme Manager/Officers
- Public Health Nurse
- Community Health Nurse Community Home Based Care Nurse

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification

A candidate is required to achieve the stipulated total 132 credits inclusive of the fundamental, core and elective components, to be awarded the qualification (with recognition of RPL).

Certification

Candidates meeting prescribed requirements will be given a certificate in accordance with standards prescribed for the award of the qualification and applicable policies. Candidates who do not meet the prescribed minimum standards may, where applicable, be considered for appropriate exit awards in accordance with applicable policies.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

Nursing and Midwifery Council-UK. University of Southampton offers Post Graduates Diploma in Public Health practice: Specialists Community Public Health Nursing (SCPHN). It is a level 7 qualification whose

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main exit outcome is to produce practitioners with skills in leading, managing, delivering and enhancing public health of individuals, groups and communities. The main areas of focus of the qualification is collaborative work in community health, social policy for health and wellbeing, leadership and management for public health improvement, Evidence based practice, research and epidemiology for health visiting, school nursing, sexual health nursing, occupational health nursing, occupational Health nursing and taught practice for health visiting and school nursing. The qualification is worth 160 credits, 100 of which are for theory and 60 for practice. Methods of assessment for the courses include class attendance and participation, conference attendances and student lead seminars. Graduates of this program have diverse work opportunities which include school health nursing, home visiting, sexual and reproductive health and occupational nursing. Graduates can also progress to pursue MSC nursing studies.

Nursing and Midwifery Board of Ireland- Trinity College Dublin- Post Graduate Diploma in Community Health. This is a 60 ECTS course, in which 50 ECTS are for core courses while 10 are for optional courses. The institution uses the European Credits Transfer and Accumulation (ECTS), where 1 ECTS is equated to 20 to 25 hours. The main modules for this qualification are determinants of health, principles and practice of community health, epidemiology and health care statistics, theory and practice of enquiry methods in health care, health promotion and management of chronic diseases and clinical practicum. The modules are assessed through written and practical assignments. The education and employment pathways were not indicated.

Nursing and Midwifery Council-UK, Cardiff University offers Post Graduate Diploma in Specialist Community Public health Nursing (Home Visiting), a 120 credits level 7 qualification. They have four core modules worth 30 credits each. The program aims at producing community health practitioners who have knowledge and skill to enable them to achieve clinical prowess and integrity of a community nurse specialist. The graduate is also expected to display specialist competences. The domains covered by the program include research and health improvement in health and social care, contemporary approaches in Specialist Community Public Health Nursing (Health visiting) practice, Public Health: Promotion and protection with community nurse prescribing and Home visiting practice. The modules are assessed through project proposal, written assessments, clinical portfolios, poster examination, demonstration and written examinations.

Nursing and Midwifery Council-UK, University of West Scotland: The university offers a Post Graduate Diploma in specialist public health nursing (Health visiting). At the end of training graduates are expected to be autonomous, demonstrate initiatives, professional accountability and safe practice. The main domains covered in this program include contemporary health visiting, leadership for effectiveness, responding to public health challenges and research for health and social care. This is a 120 credit, level 10 qualification which is assessed through practice portfolios, concept mapping, enquiry case studies, interactive quizzes and discussion forums. Graduates of this program can work as specialists and may progress academically to pursue MSc Health studies (Community Health)

Nursing and Midwifery Council- UK, University of Hertfordshire: The university offers different pathways

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for Post Graduate Diploma in Community Health Nursing (School Health/ Community District Nursing/ Health Visiting/ Community Public Health Nursing, e.t.c.). At the end of training graduates are expected to demonstrate knowledge, understanding and skills in community health nursing. It supports professionals to establish skills and strategies necessary to promote health and well-being in partnership with individuals and groups in a variety of community settings. The modules covered are inclusive of but not limited to dissertation project, integrating research with professional practice, advanced decision making, leading innovation in practice holistic assessment of health needs in primary care, leading innovation in practice managing long term conditions in primary care, and case management in primary care. This is a 120 credit, level 7 qualification. Graduates of this program can work as specialists and may progress academically to pursue MSc Health studies (Community Health)

There are currently no universities/colleges in Africa offering community health nursing at a post graduate level and as such comparability was done using universities of Europe. University of Southampton, University of West of Scotland, Trinity College Dublin and Cardiff University have been used for comparability purposes. All these universities use the NQF levels to place their qualifications and the Post Graduate Diploma in Community Health Nursing (PGDCHN) is at par with these universities as far as placing qualifications in this system. All the compared universities have entry requirements of candidates to be at degree level in nursing including a current registration with Nursing and Midwifery Council (NMC) which is the same for PDGCHN.

Once candidates exit with the qualification they are recognized and registered as specialists and can further their education to master's level with recognition of the postgraduate qualification for all the universities including PGDCHN. Nevertheless, the specialization of the other universities differ slightly from PGDCHN in that candidates in the above mentioned universities have specialties narrowed further into different areas within community health (i.e. health visiting, occupational health, school nursing, etc.). The universities have these specialties offered in one year training for full time or three years part time studies. In the case of the proposed PGDCHN the qualification is run for three semesters, approximately 54 weeks which compares well as some of the universities have reflected that the one year runs for approximately 52 weeks of training. Credit weighting is different as generally the qualification in the compared universities is 120 credits while for PGDCHN is 180 credits. A point to note is that as mentioned above the other qualifications are sub areas within community health nursing which in the case of PGDCHN the sub areas have been clustered to make one qualification hence increased credit load. The different streams of community health nursing imply that graduates have specific areas to work in, which is not yet the practice for Botswana. Furthermore, the NMCB has indicated the need to have adequate practice and theory (CHN standards) which was thought to have been implemented in the Advanced CHN curriculum. The needs assessment carried for upgrading and reviewing of this curriculum however indicated the need to increase practice hours as well as to make some courses (e.g. occupational health, school health) as standalone courses (previously units within community health nursing course). The exit outcomes of the different qualifications compares well to that of PGDCHN as they all focus on preventing and promoting healthy individuals, groups and communities. The same applies to the domains within the different qualifications although in most of the compared universities several

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domains are clustered to make one module/course resulting in more credit weighting of the modules compared to PGDCHN.

SUMMARY

Despite the differences in the naming of the qualification, the proposed Post Graduate Diploma in Community Health Nursing compares well with qualifications as summarized above. Greater similarities are noted in the exit outcomes.

REVIEW PERIOD

Every five years