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		Issue No.	01
		Effective Date	01.08.2022

SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)		Boitekanelo College												
TITLE	Post Graduate Diploma In Leadership And Management In Healthcare										NCQF LEVEL	8		
STRANDS (where applicable)	1. N/A 2. 3. 4.													
FIELD	Health and Social Sciences			SUB-FIELD	Health Sciences				CREDIT VALUE	132				
New Qualification					<input checked="" type="checkbox"/>		Legacy Qualification							
SUB-FRAMEWORK		General Education					TVET					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														
RATIONALE: In a modern Volatile, Uncertain, Complex and Ambiguous (VUCA) world, the healthcare industry has become more challenging which calls for effective leadership with the requisite advanced and specialized skills and competencies for implementing reforms, shaping the healthcare environment culture and providing quality healthcare service delivery. "Converting VUCA challenges into an opportunity needs a transformative role of leadership in human resource management...and new strategies in healthcare management need to be														

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developed” (Murugan, Rajavel, Aggarwal, & Singh, 2020) The Leadership and Management in Healthcare qualification focuses on developing the necessary skills, expertise, and competencies for 21st Century healthcare professionals. The Leadership and Management in Healthcare qualification will empower healthcare professionals to lead their complex organizations and address the rapidly changing healthcare environment. Countries around the world, and Africa specifically, have seen the need to develop leadership and management skills within healthcare. A similar qualification was launched in Ghana by the World Health Organization for high-level strategic leadership to Senior Managers of Ghana’s Health Sector. This was after identifying the skills gaps to operationalize policies, address complex healthcare systems issues and achieve radical transformation. According to the Human Resource Development Council Health Sector Plan Report 2016, Leadership and Management in Healthcare has been listed as a critical health skill as derived from research, ISP and ESP. It has been identified as skills in shortage and therefore a priority required. (HRDC, 2016)

“Leadership and Governance transform our book knowledge into impact-driven innovations in our organization to drive the personal and organizational change needed within the health sector.” – Hon Kwaku Agyeman-Manu, Minister for Health, Ghana (WHO, 2021)

• [WHO launches Leadership for Health Transformation Programme to provide high-level strategic leadership to Senior Managers of Ghana’s Health Sector | WHO | Regional Office for Africa](#)

The Leadership and Management in Healthcare qualification will help healthcare professionals be agile and effectively manage and lead health systems with limited resources, unmotivated health workforce and address the lack of leadership upskilling as part of career progression. Another important factor with tremendous influence on the healthcare system is globalization, which results in brain drain for greener pastures in first world countries. Botswana’s healthcare system has been unable to meet its human resource demands for many years. This has been exacerbated by the unprecedented COVID-19 pandemic. The Botswana Nurses Union (BONU) identified heavy workloads, insufficient resourcing, burnout, and stress related to the pandemic response as the causes of the increased number of nurses who have left the profession and increased reported rates of intention to leave. Additionally, a “shortage of nurses puts those available at risk. Some nurses [were] on isolation, quarantine and some passed on. Nurses [did] both testing and contact tracing, so they [ended] up working stretched hours, at times from 6am to 10pm. There is no way how nurses will be able to deliver while exhausted,” according to BONU’s President. Kgosiemang, T. (2021, August 04). Government ignores nurses’ COVID-19 anxieties. WeekendPost.

This advocates the need for well-trained healthcare managers with leadership and management skills to deal with organizational culture and staffing challenges. “There is a strong professional and business case to reduce physician burnout and promote physician engagement. Studies indicate that physician burnout influences quality of care, patient safety, and patient satisfaction.” (Shanafelt, D. T, Noseworthy, H. J, 2017)

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[Executive Leadership and Physician Well-being: Nine Organizational Strategies to Promote Engagement and Reduce Burnout - ScienceDirect](#)

The qualification will accord healthcare professionals the capacity to improve global health outcomes, which require well trained leaders in areas of business management and leadership. It introduces the discipline of management with the goal of improving health outcomes. It challenges the current beliefs, attitudes and values so that learners emerge with leadership confidence and cross-functional skills to drive positive change. It equips managers at all levels of the organization to make evidence-based informed decisions in guiding strategic direction of the organization. “Leadership competencies, and the incorporation of leadership development as part of curricula, are identified as important across all health professions, including allied health, nursing, pharmacy, dentistry, and medicine, in meeting the needs of healthcare in the twenty-first century.” (van Diggle, Burgess, & Mellis, 2020)

The need for this qualification was established using data from primary and secondary data sources. From a global perspective, according to WHO there is scarcity of health workforce with predictions of 10.6 million shortage of nurses by 2030 indicating the need for more nurse managers (Global Healthcare Outlook, 2021). The 17% annual aging workforce is also indicative of high attrition rate of well-trained nurse managers thus a need for replacement. The COVID 19 pandemic also exposed the need for strengthening supply chain systems in health and better strategic management of health organizations. Results from interviews and surveys conducted with Botswana Nurses Union (BONU) indicate that out of the fifteen thousand nurses in the country, thirty-five (35%) percent are in supervisory roles at a ward level as senior registered nurses, at management level as matrons and chief nursing officers. They occupy these leadership roles without requisite leadership and people management skills which negatively impacts the quality of care they deliver. This qualification is the first of its kind in Botswana and has the potential to make a transformational impact in the lives of healthcare workers and their customers.

“Leadership is considered a core element for a well-coordinated and integrated provision of care, both from the patients and healthcare professionals.” (Sfantou, F. D. et. al, 2023)

[Healthcare | Free Full-Text | Importance of Leadership Style towards Quality of Care Measures in Healthcare Settings: A Systematic Review \(mdpi.com\)](#)

PURPOSE: (itemise exit level outcomes)

To equip graduates with highly specialized knowledge, skills and competence to:

1. Analyze complex healthcare systems, identify areas for improvement, and develop strategic plans to achieve organizational goals.

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2. Apply Leadership and management principles and techniques to optimize organizational performance, including planning, organizing, and controlling healthcare operations.
3. Assess the need for change, develop change management strategies, and lead teams through transitions to ensure the successful implementation of new initiatives or processes.
4. Implement evidence-based practices and monitor outcomes to enhance the quality of healthcare delivery.
5. Apply ethical frameworks and make informed decisions that prioritize patient welfare and uphold professional standards in leading health care organizations.
6. Facilitate teamwork, and communicate effectively with diverse stakeholders, including healthcare professionals, patients, and community members.


MINIMUM ENTRY REQUIREMENTS (including access and inclusion)


To be eligible for admissions for this qualification potential candidates must have:

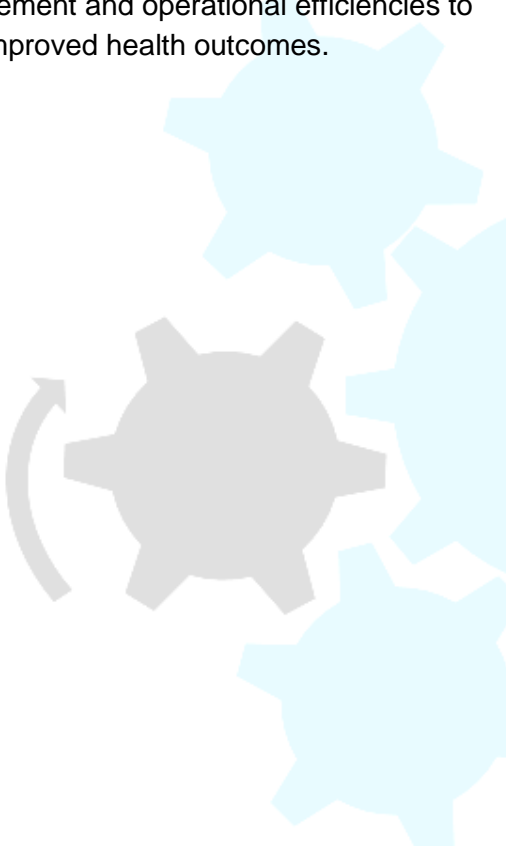
1. NCQF Level 7 (Degree) in any health-related discipline OR any other discipline for people working in the healthcare industry with a minimum of 3 years work experience.
2. Applicants who do not meet the entry requirements with NCQF level 7 will qualify for entry through Recognitions of Prior Learning (RPL) and Credit Accumulation Transfer (CAT) as per institution RPL and CAT policy.


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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>1. Critically analyse the healthcare environment, utilizing acquired business and administrative skills, frameworks, and tools to effectively lead and manage healthcare organizations.</p> 	<p>1.1 Analyse the organizational context to establish the customer and stakeholder needs and expectations.</p> <p>1.2 Apply tools and techniques to identify the risk and opportunities across all levels of the organization.</p> <p>1.3 Develop strategic plans and frameworks to lead organizations or departments, for long term goals and day to day operations.</p> <p>1.4 Implement strategy and business case developmental plans to address market changes, including disaster and risk management.</p> <p>1.5 Develop processes and procedures to establish a quality management system to improve product/service delivery.</p> <p>1.6 Identify and lead the implementation of quality improvement programmes.</p> <p>1.7 Apply leadership skills to ensure efficient use of resources and improve health outcomes.</p>
<p>2. Create conducive working environments to facilitate crisis management, build relationships, influence and lead teams.</p>	<p>2.1 Effectively communicate in the healthcare environment using various technology tools and communication mechanisms.</p> <p>2.2 Deliver presentations, use active listening and questioning skills to engage colleagues to ensure buy-in to strategies and consistency in messaging.</p> <p>2.3 Build relationships with various stakeholders to deliver correct communications and manage reputation.</p> <p>2.4 Motivate, mentor and coach individuals and teams to improve individual and organizational performance.</p> <p>2.5 Use conflict management skills and appropriate techniques to resolve conflict in the workplace.</p>

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<p>3 Lead the formulation of strategies in organizations to ensure prudent resource management and operational efficiencies to drive improved health outcomes.</p> 	<p>3.1 Identify and analyse current social, cultural, environmental, political, and economic issues affecting the healthcare practice for effective decision-making and change management.</p> <p>3.2 Initiate, plan, implement and evaluate health management projects or programmes in healthcare settings informed by evidence-based techniques and practices.</p> <p>3.3 Develop and implement both personal and organizational leadership plans.</p> <p>3.4 Effectively lead and manage people through organizational change.</p> <p>3.5 Use tools and strategies that ensure job-person fit to enable people's performance and employee alignment to organization's vision and goals.</p> <p>3.6 Analyse customer behaviour and decision-making processes in health environments</p> <p>3.7 Apply the marketing mix to create, communicate and promote healthcare services/products.</p> <p>3.8 Apply various systems of Operations Management in Healthcare to improve service delivery and efficiency.</p> <p>3.9 Manage various Business Processes and Systems to improve performance and gain competitive advantage.</p> <p>3.10 Interpret financial statements to assess and measure the financial performance and position of a healthcare organization.</p> <p>3.11 Prepare budgets for healthcare organizations to plan, control and manage resources optimally.</p>
<p>4 Uphold professionalism and ethical conduct while navigating the ever-challenging ethical dilemmas in healthcare leadership and management.</p>	<p>4.1 Demonstrate knowledge on a range of issues in the legal aspects of healthcare.</p> <p>4.2 Utilize ethical principles and theories to evaluate ethical dilemmas in healthcare.</p> <p>4.3 Analyse and manage misconduct in the workplace.</p>

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	<p>4.4 Apply different models for decision-making and resolution.</p> <p>4.5 Analyse the principles of informed consent as it apply to patient care and research.</p> <p>4.6 Apply advocacy core competencies for promoting evidence-based practise.</p> <p>4.7 Apply ethical principles and decision-making models in healthcare.</p>
<p>5 Use and evaluate technology implementation to ensure informed decision-making as leaders and managers.</p> 	<p>5.1 Utilise important technology components for Health Informatics and propose components.</p> <p>5.2 Apply thought processes and frameworks for understanding future technologies and impact on health informatics.</p> <p>5.3 Apply the Stack as a framework and tool to enable and diagnose Health Informatics.</p> <p>5.4 Use tools and techniques of working capital management to ensure liquidity and continuity of healthcare organizations.</p>

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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [6]	Level [7]	Level [8]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Leadership in Healthcare Management			10	10
	Effective Communication for Leaders and Managers		8		8
	Health Informatics			9	9
	Professionalism in Healthcare			7	7
	Contemporary issues in Leadership			7	7
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	People Management in Healthcare Settings			9	9
	Finance for Managers and Leaders in Healthcare			10	10
	Marketing in the Healthcare Industry			9	9
	Health Economics for Leaders			10	10
	Operations Management			9	9

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STRANDS/ SPECIALIZATION	Strategy Planning and Leadership in Healthcare Environment			10	10
	Quality and Patient Safety Management			11	11
	Capstone Project			23	23
		Level []	Level []	Level []	
1.	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
7	8
8	124
TOTAL CREDITS	132
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<p>The qualification is worth a total of 125 credits and comprises of the following:</p> <p>Fundamental Components: 41 credits</p> <p>Core Components: of 91 credits</p> <p>Total Credits: 132</p>	

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ASSESSMENT ARRANGEMENTS

This will be assessed using formative at 40% and summative at 60%.

MODERATION ARRANGEMENTS

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 registered and accredited with BQA

RECOGNITION OF PRIOR LEARNING

Candidates with relevant work-related experience will be considered using RPL policies.

CREDIT ACCUMULATION AND TRANSFER

Credit accumulated shall be evaluated and transferred guided by the institutional CAT policy

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

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

Graduates may consider articulating with qualifications such as Advanced Diploma in Business Project Management, Post Graduate Diploma in Management, Post Graduate Diploma in Education and Leadership Development

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

Masters in health service management, Master in Business Administration, Master in Leadership and Management, Master in Education and Leadership Development

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Employment

The graduates of the Post Graduate Diploma in Leadership and Management in Healthcare are prepared in such a way that, they can work as:

- Managers in health facilities
- CEO in NGOs
- CEO in Health facilities
- Heads of Department in health facilities
- Entrepreneurs in healthcare or healthcare related fields
- Community Development Program Coordinators

QUALIFICATION AWARD AND CERTIFICATION

For a learner to qualify for the award of Post Graduate Diploma in Leadership and Management in Healthcare, they must have achieved a minimum of 132 credits according to the rules of combination. Successful candidates will be issued with a certificate indicating the award.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

SIMILARITIES

- **University of Cape town South Africa** offers a Post-Graduate Diploma in Health Leadership and the credits are 120 at NQF Level 8 which is similar to this qualification which also has 120 credits at level 8. University of Cape town offers Health Economics as one of the modules which is similar to one of the modules offered by this qualification. Both the qualifications target the same groups which are GP practice managers, pharmacy managers, healthcare directorate managers, managers in pharmaceutical companies.
- **University of South Wales'** offers a Postgraduate Diploma in Leadership in Healthcare which runs for a year and has 120 credits which similarly compares to this qualification. University of Wales has modules in Quality, Leadership in Healthcare and People management which although has different names have the same modules as of this qualification being Quality and Patient Safety Management, Leadership in Healthcare Management and People Management in Healthcare Settings. The formative and summative assessments ratio is 50:50 which is similar to that of this qualification,

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DIFFERENCES

- University of Cape Town-The modules offered by this University are only 4 and as compared to this qualification which has 11 modules. In UCT the first 3 modules only have 25 credits each whilst for this qualification they range from 7-10 credits which may be due to the content that is covered in the different modules. The University of Cape town qualification runs for 1 Year and 3 Months whilst this one runs for only 1 year.
- University of Wales- The Modules covered in University of Wales do not cover the aspect of Finance, Economics, Marketing in their course content which is also key in leadership and Management in healthcare whilst this qualification has 11 modules which cover the different aspects in leadership and management in healthcare.

This qualification generally compares well with other qualifications that it was weighed against. This is derived from the observations made when looking at the similar modules offered in the above-mentioned institutions. In conclusion, this qualification will produce graduates with similar competencies as those from the institution it compares with which will allow opportunities of employment and articulation for our graduates vertically, horizontally as well as locally and internationally. In fact, it will also make graduates more multifaceted and have transferable skills that can allow them to cross into various parts of the healthcare industry value chain, and other industries.

REVIEW PERIOD

Every 5 years

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