

## BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS																	
<b>QUALIFICATION DEVELOPER (S)</b>				Boitekanelo College													
<b>TITLE</b>		Master of Education in Health Profession Education								<b>NCQF LEVEL</b>		09					
<b>STRANDS (where applicable)</b>		1. 2. 3. 4.															
<b>FIELD</b>		Education and Training				<b>SUB- FIELD</b>		Training				<b>CREDIT VALUE</b>		250			
New Qualification				✓		Legacy Qualification											
<b>SUB- FRAMEWORK</b>		General Education						TVET				Higher Education		✓			
<b>QUALIFICATION TYPE</b>		Certificate		I		II		III		IV		V		Diploma		Bachelor	
		Bachelor Honours				Post Graduate Certificate						Post Graduate Diploma					
		Masters						✓		Doctorate/ PhD							
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>																	
<b>RATIONALE:</b> The qualifications and competence in the clinical sciences of health professions as well as the education domain has unequivocally proved to improve the quality in health care professional delivery.																	

Banda, (2009) found that there is significant improvement in the quality of health professionals educated by health professional teachers who had competence and qualifications in health professional education displayed higher quality in competence.

Furthermore, the WHO biennial report of Botswana indicates that there is a dire need to scale up the education and training of health care professionals in the country. The former is also emphasized by the HRDC Report for local training need (2023). Subsequently, numerous other reports across the globe promote the same message regarding the upscaling of health professionals. However, Okoroafor, et al (2022) stated in his overview on the sentiments of the upscaling of health professionals that the focus should not only be on the increase of health professionals, but also the quality of these professionals to safeguard communities. The latter is to reach universal health coverage, because Health Care Professional Education is part of the broader education system that applies education philosophies and strategies to deliver competent health care professionals.

Adding to the upscaling and improvement of the quality is the controversial question on the competence of health care professional educators in the domain of education. Several research and evidence-based practice proved that there is improved quality of students delivered by health care professionals with a qualification and competence in health professional education.

Furthermore, health care professionals with the qualification and competence in health professional education or education excel in teaching and learning, comprehension of the educational phenomena, understanding of assessment of students as well as accreditation and regulatory issues. Therefore, proving that the qualification in clinical sciences of the profession as well as health care professional education, improve the quality of the production of health care professionals.

Another facet addressed by Sethi et al (2015) is the level of qualification for health care professionals in health care professional education. The authors proved in their research that the health care professional with a diploma in health professional education do better than their counterparts with a certificate, however the health professional with a master's degree in education or health professional education do the best, especially with regards to the evolvement and transformation of education. Both Education as well as Health Care Systems evolve, therefore Health Care Professionals who teaches need to concurrently improve their clinical as well as educational practice. There need to be a reflection on the professional science as well as the educational principles of health care professionals in the health care fraternity. An example is COVID-19 that posed especially great challenges on how to educate health care professionals to remain professionally competent. This is a complex relationship between clinical astuteness of health

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care professionals and educational principles of health care professional educators that should remain in balance when you teach health professional students. (Hays et al, 2020)

Deduced from the previous discourse it is proven that health professionals with a qualification in clinical health professions and health professional education or education deliver higher quality health professionals, because they realize the professional domain as well as the process of facilitating education.

### **PURPOSE: (itemise exit level outcomes)**

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

1. Utilize theories of teaching and learning in training of health professions educators.
2. Educate and train health professionals who can meet the health needs of the country and comply with global standards.
3. Contribute to the development of knowledge at an advanced level through research and evidence-based practice.
4. To adapt and adopt in an advanced and specialized professional environment which is knowledge-driven and research-oriented in the Health Profession Education context.

### **MINIMUM ENTRY REQUIREMENTS (including access and inclusion)**

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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<b>SECTION B</b>	
<b>QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
<p>1. Analyse, evaluate and utilize different Theories applicable for Health Professions Education as grounding of teaching, learning and assessment processes.</p>	<p>1.1 Apply various theories in education to facilitate learning in a health professions context, including but not limited to Vygotsky's Theory of Learning, Kolb's Experiential Theory and Knowles Adult Learning Theory.</p> <p>1.2 Critically discuss the educational theories in day-to-day learning and teaching practices.</p> <p>1.3 Adopt learning facilitation strategies after identification of the learning and teaching styles promoted by the mentioned theories.</p> <p>1.4 Evaluate the role of these educational theories in health professions education for improved practise of education.</p>
<p>2. Apply innovative teaching, learning and assessment strategies for theoretical- as well as clinical education based on HPE principles.</p>	<p>2.1 Identify and explore current learning, teaching and assessment strategies in health professions education.</p> <p>2.2 Design a portfolio of evidence using these innovative learning, teaching and assessment strategies focusing on a clinical (health professional specialization) and non-clinical (social- or natural-sciences) module.</p> <p>2.3 Apply the innovative learning, teaching and assessment strategies in the clinical and non-clinical modules.</p> <p>2.4 Plan and execute practice-learning and preceptorship based on the modules identified for clinical and non-clinical modules.</p> <p>2.5 Utilize digital teaching, learning and assessment strategies to enhance theoretical and clinical learning in Health Professional Education.</p>

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<p>3. Develop and review different levels of curricula (macro-; meso- and micro), to facilitate theoretical- and clinical educational in HPE.</p>	<p>3.1 Analyse the levels and process of curriculum development with cognisance of national and international qualification frameworks.</p> <p>3.2 Evaluate and review curricula collaboratively focusing on the levels, criteria and processes of curriculum development.</p> <p>3.3 Develop a clinical (subject specialization) as well and non-clinical (support subject) micro-curriculum from inception to delivery, including practice learning.</p> <p>3.4 Peer-review a developed micro-curriculum using the complete curriculum development guideline and submit a review-report for assessment.</p> <p>Construct a reflective evaluation on the complete process of curriculum development.</p>
<p>4. Critically assess and implement the management and leadership practices by Health Professional Educational establishments to improve the teaching and learning performance culture within a legal and ethical context</p>	<p>4.1 Analyse the different leadership philosophies and adopt a philosophy to improve the performance of a health educational establishment.</p> <p>4.2 Evaluate the leadership and management practices in Health Professional Educational establishment to identify facilitative and de-facilitative practices.</p> <p>4.3 Integrate relevant legal and ethical principles to promote best practise in educational governance.</p> <p>4.4 Design and facilitate an evidence-based informed strategy to inform participative seminars for the improvement of management and leadership practices in a health professional education establishment.</p>
<p>5. Conceptualize and Conduct Research and Evaluate Scientific Evidence within a health profession educational context.</p>	<p>5.1 Comprehend concepts in Advanced Research Methodologies, including Quantitative- Qualitative and Mixed-methods research.</p>

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	<p>5.2 Appreciate the process used to initiate a feasible research project, including conceptualization of the research; data-collection; data-analysis, rigor and ethics and the research report.</p> <p>5.3 Review the relevant literature to refine and support an idea or possible problem identified in the health educational context.</p> <p>5.4 Learn the three approaches of research, including Qualitative Research, Quantitative Research and Mixed- and Multi-methods research.</p> <p>5.5 Identify the best methodology that will address the research problem and do a literature review on research methods and design.</p> <p>5.6 Develop a proposal to execute the identified research.</p> <p>5.7 Implement the research proposal to resolve the problem identified in health professional education.</p> <p>5.8 Complete the research report or article to disseminate the findings of the research to health professional educators.</p>

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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [ 7 ]	Level [ 8 ]	Level [ 9 ]	
<b>FUNDAMENTAL COMPONENT</b> <i>Subjects/ Courses/ Modules/Units</i>	<b>Not Applicable</b>				
<b>CORE COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>	<b>Biostatistics</b>		8		20
	<b>Philosophy and Theories in HPE</b>			9	20
	<b>Innovative Learning, Teaching and Assessment Strategies</b>			9	20
	<b>Evidence-based informed Decision-making (EBIDP)</b>		8		20
	<b>HPE Practice I</b>		8		20
	<b>Curriculum Design and Implementation</b>			9	20
	<b>Clinical Education in HPE</b>		8		20
	<b>Educational Leadership, Management and Governance</b>			9	20
	<b>Research Methodology</b>			9	20



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	<b>HPE Practice II</b>			<b>9</b>	<b>20</b>
	<b>Research Project</b>			<b>9</b>	<b>40</b>
<b>STRANDS/ SPECIALIZATION</b>	<i>Subjects/ Courses/ Modules/Units</i>	<b>Credits Per Relevant NCQF Level</b>			<b>Total Credits</b>
		<b>Level [7 ]</b>	<b>Level [8 ]</b>	<b>Level [9 ]</b>	
<b>1.</b>					
<b>2.</b>					
<b>Electives</b>	<b>Entrepreneurship</b>				<b>10</b>
	<b>Organizational Behaviour</b>				<b>10</b>
	<b>Health Educational Quality Management</b>				<b>10</b>



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### SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

#### TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
NQF-level 7	N/A
NQF-level 8	90
NQF-level 9	160
<b>TOTAL CREDITS</b>	<b>250</b>

#### **Rules of Combination:**

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

**Fundamental Credits: N/A**

**Core Credits: 240**

**Electives Credits: 10**

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### ASSESSMENT ARRANGEMENTS

The learning outcomes in the qualification will be assessed using formative assessment at 50% as well as summative assessments at 50%.

### 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.

### RECOGNITION OF PRIOR LEARNING

RPL policies will be applicable in gaining credits towards graduation.

### CREDIT ACCUMULATION AND TRANSFER

CAT policies will be applicable in gaining credits towards graduation.

### PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

**Horizontal Articulation:** Learners may progress to:

Master of Education in Health Profession Education (Primary Care)

Master of Science in Leadership and Management

Master of Science in Healthcare Management

Master of Science in Public Health

**Vertical Articulation:** Learners may progress to:

Doctor of Philosophy In Public Health

Doctor of Philosophy in Education

Doctor of Philosophy in Human Science.

**Employment pathways:**

Educator for health professionals

Researcher

World Federation for Medical education standards for Master's degrees in medical and Health professions education.

### **QUALIFICATION AWARD AND CERTIFICATION**

Upon successful completion of all the core modules and one elective module and an attainment of all the 250 credits. Successful candidates will be issued with a certificate indicating the attainment of the award.

### **SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY**

#### **SIMILARITIES:**

**University of Witwatersrand:** This university offers this qualification at NQF Level 09 and with 180 Credits which is like the proposed qualification which also is at NQF level 09 but with 240 Credits. The duration of the program for University of WITS is also 2 years similar to the proposed qualification. The learning outcomes for WITS and the proposed qualification is also similar like apply high order problem solving techniques in relation to educational strategies, construct innovative teaching/learning and assessment methodologies as applied to the education of health professionals, formulate a research proposal, implement the proposal and prepare a written report of the findings and where applicable, implement findings, demonstrate self-direction and independence in own learning, appraise personal education needs and evaluate personal progress which are similar e.g. apply innovative teaching, learning and assessment strategies for theoretical- as well as clinical education based on HPE principles and conceptualize and Conduct Research and Evaluate Scientific Evidence within a health profession educational context.

**Riphah International University-Pakistan:** This university offers the qualification for a period of 2 years. The two qualifications have similar modules like Curriculum: Development & implementation and even though named differently in this qualification as Curriculum design and implementation they have similar content. These two qualifications have similar outcomes like Understood core theoretical principles of teaching, learning and assessment and demonstrated their abilities to apply these to their own educational contexts within the HPE principles and even though still not coined the same they speak to the same principle.

#### **DIFFERENCES**

**University of Witwatersrand -South Africa:** The proposed qualification has 240 credits due to an elective whereas WITS has only 180 credits. The proposed qualification has some additional modules like Biostatistics, Clinical education In health Education and Education Leadership, management and governance which are different.

**Riphah International University-Pakistan:** The qualification for Riphah University is on Pakistan NQF level 7 with 18 years of higher education (12 years of study of school, 4 years of degree and 2 years of Masters). According to this the qualification is fulfilling the 18 years of study for masters. The

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modes of assessment are different in that for the qualification is 50% summative and 50% formative and whilst for this university it is Assignments:50 % Continuous assessment: Attendance, presentations, group work, during contact sessions:10%  
End of semester, exam:40% and Total 100%.

Both the qualifications in the different universities offer the program for 2 years and with similar modules even though the names are different.

The proposed qualification overall compares well with other qualifications which it was benchmarked against. The qualification offers similar modules though some of the programs have a different name. All the qualifications have general management course in healthcare. The similarity of the courses consequently translates to the graduate profile of the programs from the above-mentioned institutions being comparable to the proposed qualifications.

Generally, the qualification compares well with other institutions in terms of Learning outcomes and modules offered which facilitates easy articulation for the learners.

### REVIEW PERIOD

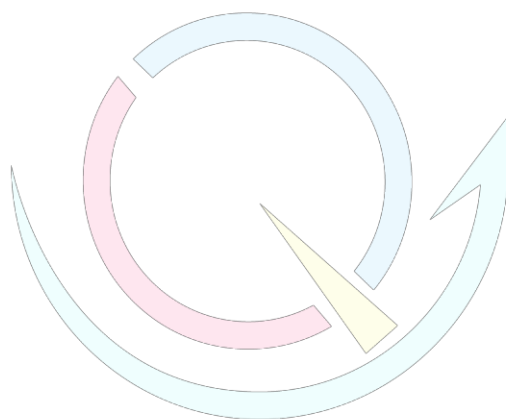
Every 5 years

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### For Official Use Only:

CODE (ID)			
REGISTRATION STATUS	BQA DECISION NO.	REGISTRATION START DATE	REGISTRATION END DATE
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	



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