BQA NCQF QUALIFICATION TEMPLATE

SECTION A:	QUALIFICATION DETAILS		
QUALIFICATION DEVELOPER (S)	Boitekanelo College		

TITLE	Master of Healthcare Management and Leadership	**NCQF LEVEL**	9

STRANDS (where applicable)	N/A.

FIELD	Business, Commerce and Management Studies	**SUB-FIELD**	Management Studies	**CREDIT VALUE**	250

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:

Leadership through a crisis is essential for the protective effect of nurses' emotional well-being. (Natasha Philip ,2022). 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. They occupy these leadership roles without requisite leadership and people management skills which negatively impacts the quality of care they deliver. In modern healthcare systems, leaders need to be able to influence and support a multicultural workforce and to lead innovations and improvements within their area of practice. As a healthcare leader and manager, you need skills in flexibility, adaptability, critical thinking, creativity and confidence to work within complex, interconnected and global influenced healthcare environments. This qualification focuses on developing the necessary skills, expertise, and competencies for 21st Century healthcare professionals. The qualification will empower them 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 Organisation 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.

The qualification will help healthcare professionals be agile and effectively manage 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 Health Care systems are dealing with heavy workloads, insufficient resourcing, burnout, and stress related to the pandemic response as the causes of the increased number of health professionals who have left the profession and increased reported rates of intention to leave.

This advocates the need for well-trained healthcare managers with leadership and management skills to deal with organizational culture and staffing challenges. 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 the 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)

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. This qualification will also empower the learners with research knowledge and skills that will aid in problem solving skills and inform decision making within the healthcare industry.

PURPOSE: (itemise exit level outcomes)

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

1. Critically assess the functions of Leadership and Management within various Healthcare organizations in relation to theories, models, and conceptual frameworks.
2. Critically analyze and compare different leadership operations systems design, planning and control systems, and quality management philosophies in relation to healthcare systems.
3. Critically analyze Strategic Management processes, phases, its impact, and barriers with a particular focus on healthcare systems.
4. Critically evaluate the importance of change management in a changing and dynamic Healthcare provision environment.

5. Contribute and review the body of knowledge in context to health care leadership and management by undertaking an original and scholarly research of international standards.

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.

(Note: Please use Arial 11 font for completing the template)

SECTION B	QUALIFICATION SPECIFICATION
GRADUATE PROFILE (LEARNING OUTCOMES)	**ASSESSMENT CRITERIA**
1. Critically analyse the healthcare environment, utilizing acquired business and administrative skills, frameworks, and tools to effectively lead and manage healthcare organizations.	1.1 Analyse the organisational context to establish the customer and stakeholder needs and expectations. 1.2 Apply tools and techniques to identify the risk and opportunities across all levels of the organisation. 1.3 Develop strategic plans and frameworks to lead organizations or departments, for long term goals and day to day operations. 1.4 Implement strategy to address market changes to ensure sustainability and growth. 1.5 Develop processes and procedures to establish a quality management system to improve product/service delivery. 1.6 Identify and lead the implementation of quality improvement programmes. 1.7 Apply leadership skills to ensure efficient management of resources and improve health outcomes.

2. Create conducive working environments to facilitate high performance culture build relationships, influence, and lead teams.	2.1. Critically Analyse the trends and megatrends currently playing out or expected to playout in the 'new world of work' and assess the implications of such trends on human capital management and development. 2.2. Examine the theoretical underpinnings of performance management including theories of leadership and motivation and apply these to improve workforce morale and productivity. 2.3. Apply theories, tools and frameworks in a workplace setting to improve performance of individuals and teams. 2.4. Develop and implement both personal and organizational leadership plans. 2.5. Effectively lead and manage people through organisational change.
3. Drive operational efficiencies in organizations that will ensure prudent resource management and drive improved health outcomes.	3.1. Initiate, plan, implement and evaluate health management projects or programmes in healthcare settings informed by evidence-based techniques and practices. 3.2. Apply the marketing mix to create, communicate and promote healthcare services/products. 3.3. Apply various systems of Operations Management in Healthcare to improve service delivery and efficiency. 3.4. Manage various Business Processes and Systems to improve performance and gain competitive advantage. 3.5. Develop budgets and analyse financial statements for healthcare organisations to plan, control and manage resources optimally.
4. Uphold professionalism and ethical conduct while navigating the ever-challenging ethical and legal dilemmas in healthcare leadership and management.	4.1. Apply advanced legal knowledge and regulatory aspects in healthcare environment. 4.2. Utilize ethical principles and theories to evaluate ethical dilemmas in healthcare for decision making.

		4.3. Advocate and promote professionalism and evidence-based practise.
5. Evaluate new technological advancements to enhance productivity, diagnostics and improve decision making in Leadership and management.		5.1. Utilise Health Informatics for informed decision making with considerable authority. 5.2. Promote adoption of use of technology for operational efficiencies 5.3. Apply the Stack as a framework and tool to enable and analyse Health Informatics.
6. Conduct specialised research and evaluate scientific evidence within a healthcare setting to contribute to the body of knowledge and practice		6.1. Identify researchable problem in a healthcare setting. 6.2. Justify the best methodology that will address the research problem and do a literature review on research methods and design. 6.3. Develop a proposal to execute the identified research. 6.4. Disseminate research findings through a variety of communication channels. 6.5. Ability to deduce best practice decision from the research findings
7. Critically analyse the impact of healthcare systems, governance, social policy and regulations on individuals, groups and communities		7.1. Critically analyse health systems in high income and low-income countries in relation to their own healthcare setting for funding principles and effectiveness 7.2. Analyse the impact of global healthcare organizations on patient and public health outcomes. 7.3. Critique different healthcare models and the challenges involved in comparing them

SECTION C	QUALIFICATION STRUCTURE	
	TITLE	*Credits Per Relevant NCQF Level*	*Total Credits*

COMPONENT		Level [7]	Level [8]	Level [9]	
CORE COMPONENT *Subjects/Courses/ Modules/Units*	**Organizational Behaviour for leaders and managers**			*10*	10
	Health Informatics			*10*	10
	Health Law and Ethics			*10*	10
	Healthcare Systems			*12*	12
	People Management in Healthcare Settings			*14*	14
	Leadership in Healthcare Management			*14*	14
	Finance for Healthcare Leaders and Managers			*16*	16
	Marketing In Healthcare Industry			*16*	16
	Health Economics for Leaders and managers			*10*	10
	Operations Management			*14*	14
	Strategy for leaders and managers in Healthcare Environment			*10*	10

				14	14
	Quality and Patient Safety Management				
	Research Methodology & Biostatistics			*20*	*20*
	Research Project			*80*	*80*
STRANDS/ SPECIALIZATION	*Subjects/ Courses/ Modules/Units*	***Credits Per Relevant NCQF Level***			***Total Credits***
		Level [7]	***Level [8]***	***Level [9]***	
Electives	**Evidence based Informed decision making**			*10*	*10*
	Occupational Health and Safety Management			*10*	*10*

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
9	250
Electives	10
TOTAL CREDITS	260

Rules of Combination:

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

The qualification is worth a total of 260 credits and comprises of the following:

Fundamental Components: N/A

Core Components: 250

Electives:10

Total Credits: 260

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

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)

Learning Pathways

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

Graduates may consider articulating with qualifications such as Masters in Business Project Management, Masters in Management, Masters in Education and Leadership Development

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

PhD in Health Service Management, PhD in Business Administration, PhD in Leadership and Management, PhD in Education and Leadership Development

Employment

The graduates in Masters Healthcare Leadership and Management are prepared in such a way that, they can work as:

- Managers in health facilities

- Heads of Department in health facilities
- Community Development Program Coordinators

QUALIFICATION AWARD AND CERTIFICATION

For a learner to qualify for the award of Masters in Healthcare Leadership and Management, they must have achieved a minimum of 260 credits according to the rules of combination. Successful candidates will be issued with a certificate indicating the award.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

Regionally:
University of Ghana -Masters in Clinical Leadership and Management

Internationally:
University Of Worcester (UK)- Masters in Health care Management and Leadership

Summary (Similarities & Differences) University of Ghana -Masters in Clinical Leadership and Management

The proposed qualification will offer core and elective modules which are similar to those offered by University of Ghana, these include: Leadership and Management, Health Care Ethics and Law, People Management in Health Care settings, Finance for Health care Managers, and Research methodology. Modules unique to University of Ghana are Change management and Organisational Development, Health care programs and project Management, Health care supply and chain Management, Clinical Service and Excellence. Modules that are unique to the proposed qualification and are relevant to the local context are: Organisational Behaviour, Health Informatics, Health Care systems, Marketing in Health care industry, Health economics, Strategy in Health care environment and Quality and Patient safety management.

The qualification offered by University of Ghana is a one-year sandwich program taken for a period of 2 semesters. Candidates are required to complete total credits between 39-45 credits with 15 credits done in semester 1 and 15 credits done in semester 2 and electives with 15 credits to graduate. Because of the length of the study (2 years) and a total of 14 modules compared to University of Ghana's 10 modules, the proposed qualification will offer 260 credits. Furthermore,

having recognised the need of contribution to the body of knowledge in Health sector in Botswana the proposed qualification emphasized on public health research hence 80 credits awarded for final research project compared to a 3-credit focusing on just covering the research methods for University of Ghana.

Summary (Similarities & Differences) University of Worcester (UK)- Masters in Health care Management and Leadership

The qualification offered by University of Worcester consists of 180 credits credits and offers the following unique modules like Challenging and enhancing service Delivery, Operations Strategy-Delivering Business Efficiency, and dissertation. Both qualifications offer modules like Leading and managing people, Leading and managing and quality improvements and Finance for Non-financial Managers. Modules unique to the qualification include Organisational Behaviour, Health Informatics, Health ethics and Law, Health Care systems, Marketing in Health care industry, Health economics and Strategy in Health care environment. These modules are proposed specifically to impart skills that will help in addressing challenges faced by health care organisations in Botswana. The learning programs for University of Worcester include: Critically reflect critique and synthesis to advance decision making skills in complex health care environment ,critically analyse the supportive environment in relation to service design, implementation of change patient safety and risk, examine contemporary policy, practice, leadership and management theories and how to apply them to real world situations, explore the principles, approaches and techniques for analysing ,designing and managing complex health care organisations and manage the integration of people, systems and technologies that ensure the delivery of consistent high quality. The proposed qualification has similar outcomes and in addition will emphasize the following uphold professionalism and ethical conduct while navigating the ever challenging ethical and legal dilemmas in health care leadership and management, evaluate new technological advancements to enhance productivity, diagnostics and improve decision making and conduct specialised research and evaluate scientific evidence within a health care setting to contribute to the body of knowledge and practice. University of Worcester qualification awards 60 credits for the dissertation unlikely to the proposed qualification which offer 80 credits to the Final Research project.

The proposed qualification overall compares well with other qualifications which were benchmarked. The qualification offers similar modules though some of the programs have a different name for some modules. All the qualifications have general management courses 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 qualification.

Generally, the qualification compares well with other institutions in terms of Learning outcomes and modules offered which facilitates easy articulation for the learners into the same qualifications identified like Masters of Science in Human resource management, Masters in project Management.

Master of Philosophy in Health Science education and vertically like PhD in Leadership and Management. This also allows similar employment pathways Strategic Manager, Project Manager Hospital Manager, Researcher in Leadership and management.

REVIEW PERIOD

Every 5 years

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