

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS																			
QUALIFICATION DEVELOPER (S)			Boitekanelo College																
TITLE		Diploma in Health Promotion and Education							NCQF LEVEL		6								
STRANDS (where applicable)		N/A																	
FIELD		Health and Social Services							CREDIT VALUE		240								
SUB FIELD		Social Services																	
New Qualification		✓		Legacy Qualification					Renewal Qualification										
									Registration Code										
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																			
<p>RATIONALE:</p> <p>Health promotion is the “process of enabling people to increase control over their health and their determinants thereby improving their health outcomes” (WHO, 1986). Health education is the consciously constructed opportunities for learning, involving communication strategies designed to improve health literacy, including improving knowledge, and developing life skills, which are conducive to individual and community health (WHO, 1998). United Nation’s Sustainable Development Goals 3 (SDGs) has been devoted specifically to health thus to “Ensure healthy lives and promote well-being for all at all ages” and focuses on the achievement of universal health coverage and access to safe and effective medicines and vaccines (World Health Organization, 2015). Revitalization of Primary Health Care (PHC) is a cornerstone for achieving the health-related SDG targets. Health education and promotion are the key components of preventative health strategies. Botswana continues to face a range of public health challenges which include; high rates of HIV/AIDS, tuberculosis, and non-</p>																			

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communicable diseases (NCDs) like diabetes and hypertension that require effective health education and promotion programs. Additionally, this program is critical in addressing these issues by promoting healthy behaviors and increasing public awareness about disease prevention and management (Ministry of Health, 2022). Moreover, preventive health is a cost-effective approach to healthcare as it reduces the burden on health services by preventing diseases before they occur. Thus, graduates of the program will contribute to reducing healthcare costs and improving population health outcomes by engaging with communities, understand their health needs, and deliver tailored health promotion and education interventions (Centers for Disease Control and Prevention, 2021).

There is a growing demand for qualified health educators and promoters within Botswana's health sector (MoH, 2010). Hence, graduates of this program are needed in various settings, including hospitals, community health centers, schools, and non-governmental organizations. Currently, the Health Education Technician should be 1 officer per clinic serving a population of up to 2000 to make a significant impact and positively change health outcomes (MoH, 2010). Therefore, the diploma program will help meet this demand by providing a steady stream of trained professionals ready to enter the workforce to bridge these health gaps. The HRDC (2023/204) skills set report highlights the need for public health practitioners who possess the necessary skills to tackle public health issues in communities. Therefore, this program would equip health professionals with skills to design, implement, and evaluate health education and promotion programs, thus strengthening the overall health system of Botswana.

PURPOSE: (itemise exit level outcomes)

The purpose of the qualification is to produce graduates with advanced knowledge, skills and competence to:

- Perform comprehensive needs assessments to identify and address factors influencing the health status of communities.
- Develop and design targeted health education and promotion interventions to address priority health challenges within communities
- Collaborate effectively with multidisciplinary teams and community partners to plan, implement, and evaluate health promotion and education initiatives that address diverse community health needs, fostering inclusive and sustainable health outcomes

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

1. NCQF level 4 Certificate IV or equivalent.
2. Applicants who do not meet the minimum entry requirements will be considered for entry through Recognition of Prior Learning (RPL) as per institution and national policies on RPL.

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SECTION B

QUALIFICATION SPECIFICATION

GRADUATE PROFILE (LEARNING OUTCOMES)

ASSESSMENT CRITERIA

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<p>1. Conduct assessment of needs to improve the health status of the community.</p>	<p>1.1 Develop relevant data collection tools for identifying health needs.</p> <p>1.2 Collect, analyze and interpret relevant data to inform health education and promotion education action.</p> <p>1.3 Identify the health needs, existing assets and resources relevant to Health education and promotion action.</p> <p>1.4 Prioritize health needs to inform health education and promotion education interventions.</p> <p>1.5 Identify priorities for health promotion action in partnership with stakeholders based on best available evidence and ethical values.</p>
<p>2. Plan for appropriate health education and promotion interventions to address priority health problems in communities.</p>	<p>2.1 Mobilize and engage stakeholders to appropriately plan for a program.</p> <p>2.2 Develop appropriate, realistic and measurable program goal and objectives.</p> <p>2.3 Select appropriate mix of interventions to achieve program objectives.</p> <p>2.4 Identify resources available/necessary to develop a sustainable program.</p>
<p>3. Implement effective, efficient and culturally sensitive health education and promotion interventions to improve health outcomes of communities.</p>	<p>3.1 Use ethical, empowering, culturally appropriate and participatory processes to implement health education and promotion interventions.</p> <p>3.2 Implementation of a variety of health education and promotion interventions to improve health outcomes.</p> <p>3.3 Manage the resources needed for effective implementation of planned interventions.</p>
<p>4. Evaluate health education and promotion interventions to determine their reach, impact and effectiveness to improve health of communities.</p>	<p>4.1 Identify and use appropriate health promotion evaluation tools.</p> <p>4.2 Integrate evaluation into the planning and implementation of all health education and promotion programs.</p> <p>4.3 Use evaluation findings to refine and improve health promotion programs.</p> <p>4.4 Dissemination of health education and promotion evaluation processes.</p>

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5. Work collaboratively across disciplines, sectors and partners to enhance the impact and sustainability of health promotion action.	<p>5.1 Engage partners from different sectors to actively contribute to health promotion action.</p> <p>5.2 Engage with and influence key stakeholders to develop and sustain health education and promotion action.</p> <p>5.3 Facilitate and build effective partnership through collaborative working, mediating between different sectoral interests.</p>
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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [5]	Level [6]	Level [7]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	<i>Basic Computer Application</i>	9			
	<i>Communication & study skills</i>	9			
	<i>Introduction to Public Health</i>	12			
BCORE COMPONENT Subjects/Courses/ Modules/Units	<i>Fundamentals of Health Promotion and Education</i>	12			
	<i>Sociology and Social Anthropology</i>	9			
	<i>Communicable and Noncommunicable Diseases</i>		10		
	<i>Epidemiology</i>		12		
	<i>Sexual Health & Reproductive Rights</i>		9		

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	<i>Nutrition and Health</i>		9		
	Social and Behaviour Change Communication		12		
	<i>Information, Education and Communication Material Development</i>		12		
	<i>Program Development</i>		14		
	<i>Community Health</i>		16		
	<i>School Health</i>		14		
	<i>HIV & AIDS Prevention Strategies</i>		12		
	Health Service Management		9		
	<i>Work Integrated Learning</i>		60		
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level [5]	Level [6]	Level [7]	
1.	N/A				
2.	N/A				
Electives	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
5	51
6	189
TOTAL CREDITS	240

Rules of Combination:

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

This qualification is worth a total of 240 credits and comprises of the following:

Fundamental = 30 credits (12.5%)

Core Component = 150 credits (62.5%)

Work Integrated Learning = 60 credits (25%)

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ASSESSMENT ARRANGEMENTS

Contribution of the final marks is 50% formative and 50% summative assessments

MODERATION ARRANGEMENTS

Internal moderation requirements and External moderation requirements shall be carried out in accordance with BQA requirements.

Professional registration and accreditation

All assessors and moderators must be registered and accredited with BQA.

RECOGNITION OF PRIOR LEARNING

Candidates may 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 applicable institution's RPL policies and relevant national- level policy and legislative framework.

CREDIT ACCUMULATION AND TRANSFER

Credit accumulated shall be evaluated and transferred for the award of this qualification guided by the institutional and BQA CAT policy

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning pathways

Horizontal Articulation

- Diploma in Public Health
- Diploma in Community Health and Health Promotion

Vertical Articulation

- Bachelor of Science in Health Promotion and Education
- Bachelor of Science in Public Health
- Bachelor of Science in Community Health and Health Promotion

Employment

- Health education technician
- Health educator
- Health promoter
- Community health worker
- Wellness officer

QUALIFICATION AWARD AND CERTIFICATION

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For a student to qualify for the award of Diploma in Health Promotion and Education, they must have achieved a minimum of 240 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

The qualification compares to that of Kenya Medical Training College.

Similarities

- Both qualifications have the following modules: communication skills, computer application, HIV & AIDS prevention strategies, introduction health promotion, communicable and non-communicable diseases, sociology and community health.
- The exit learning outcomes are similar for both qualifications.
- Both qualifications are at NQF level 6.

Differences

- The duration for the qualification in Kenya is 3 years while the proposed qualification is 2 years.
- Kenya Medical Training College offers the following modules which are not in the proposed qualification:
First Aid, Introduction to Pharmacology, Introduction to Disaster Management, Research Methods and Research Project.
- Other differences are mainly due to the naming of modules from both qualifications.

In the proposed qualification, for a learner to qualify for the award of a Diploma in Health Promotion and Education, they must have achieved a minimum of 240 credits according to the rules of combination while in Kenya Medical Training College the minimum credits are 278. For both qualifications, successful candidates will be issued with a certificate indicating the award.

INTERNATIONALLY

Internationally we have not identified any qualification that compares with this one.

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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