

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS													
QUALIFICATION DEVELOPER (S)				Boitekanelo College									
TITLE		Diploma in Health and Social Care						NCQF LEVEL			6		
STRANDS (where applicable)		N/A											
FIELD		Health and Social Services		SUB-FIELD		Social Services		CREDIT VALUE			256		
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													
<p>Botswana is besieged with high cases of chronic related health issues such high blood pressure, diabetics, low blood pressure among others, hence the need for this qualification. With proper change of lifestyle and mind-set, the problem can be curbed. In this regard, Vision 2036 also further states that the prevalence noncommunicable disease will be reduced through multiple approaching that recognize individual and institutional roles and responsibilities.</p> <p>The qualification is another way of establishing a positive image for improved perception of the TVET sector. It increases enrollment and at the same time addressing the alignment of TVET programmes. Institutions will create demand for qualified, productive and competitive human resources as stated in Education Training Strategic & Sector Plan (ETSSP) Pg 98.</p> <p>Furthermore TVET & Skills Development Sub-Sectors three (3) and nine (9) emphasize developing high quality and relevant TVET programs that are related to the needs of the economy. It also calls for rationalization of TVET institutions (ETTSP: Pg 98). This qualification provides a wide coverage and</p>													

suppleness to match the needs of the industry, learners, employers and entrepreneurs. This is espoused in the National Vision 2036 and contributes to transforming Botswana from a Resource Based Economy to a Knowledge Based Economy.

PURPOSE:

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

- Implement health and social wellness programs for the community to promote quality health and social care.
- Apply critical skills such as empathy, compassion, and cultural awareness in the provision of health and social care services.
- Direct or refer clients to medical practitioners for serious health concerns.
- Communicate effectively and collaborate with other health care professionals to ensure health and social care service to all facets of the community.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

Minimum entry requirement for this qualification is as follows:

1. Certificate IV, NCQF level 4 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	
1. Apply effective communication skills while supporting clients a with healthcare team members in diverse health and social care environments		<p>1.1. Demonstrate active listening skills by attentively engaging with clients and healthcare team members to ensure clear understanding and empathetic communication.</p> <p>1.2. Communicate with clarity and empathy to effectively convey information to provide support and build rapport with clients and colleagues in various health and social care settings.</p> <p>1.3. Engage in effective interpersonal collaboration by communicating professionally and respectfully with healthcare team members fostering a cooperative and cohesive working environment.</p> <p>1.4. Navigate conflicts and challenging situations through effective communication strategies.</p> <p>1.5. Promote constructive dialogue and conflict resolution while maintaining professionalism and respect in health and social care environments.</p>	
2. Apply infection control and preventions knowledge and skills while providing patient care.		<p>2.1. Adhere to established infection control protocols and guidelines while providing patient care.</p> <p>2.2. Assess infection risks in diverse healthcare settings proactively identifying potential hazards.</p> <p>2.3. Implement appropriate control measures to mitigate the spread of infections.</p> <p>2.4. Apply evidence-based practices in infection control and prevention.</p>	

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	2.5. Participate in training sessions to enhance knowledge and skills in infection prevention and control.
3. Demonstrate knowledge of the principles of disease transmission and factors influencing the spread of infectious diseases for effective formulation and implementation of prevention and control measures.	<p>3.1. Design evidence-based strategies for disease prevention and control, considering the social, cultural, and environmental determinants of health.</p> <p>3.2. Implement effective strategies to prevent the spread of diseases and promote public health initiatives.</p> <p>3.3. Implement and monitor disease prevention programs within community or healthcare settings within the scope of practice.</p> <p>3.4. Evaluate the effectiveness of disease control measures through data analysis and comparison of pre- and post-intervention outcomes.</p>
4. Educate clients on healthy lifestyles and preventive healthcare practices to promote healthy living.	<p>4.1. Assess clients' health literacy levels and cultural considerations to ensure relevance and accessibility of health education materials.</p> <p>4.2. Utilise knowledge of wellness models and disease pathology to tailor health education materials and interventions for diverse client populations.</p> <p>4.3. Implement educational strategies to promote behaviour change and empower clients to make informed decisions regarding their health and well-being.</p>

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	4.4. Evaluate the process outcome and the impact of health education interventions on clients' knowledge, attitudes, and behaviours related to healthy lifestyles and disease prevention.
5. Collaborate effectively within the multidisciplinary health care team to improve the quality of health and social care service delivery.	<p>5.1. Work collaboratively with the multidisciplinary team addressing barriers in care provision holistically.</p> <p>5.2. Exhibit awareness of ethical principles and values in developing and implementing solutions to overcome obstacles in health and social care settings.</p> <p>5.3. Work effectively with stakeholders in the improvement of quality delivery in health and social care.</p> <p>5.4. Devise and evaluate strategies that can be used to improve service user's safety.</p> <p>5.5. Evaluate the impact of government policy, legislation, regulation, codes of practice and standards on practice on health and social care.</p>
6. Carry out basic research process in the field of health and social care to inform practice.	<p>6.1. Develop a research question.</p> <p>6.2. Justify the theoretical perspective chosen to answer the research question.</p> <p>6.3. Critically review appropriate literature.</p> <p>6.4. Evaluate different methodologies used in research and identify appropriate one to answer the research question.</p> <p>6.5. Develop and present a short present research proposal.</p>

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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [4]	Level [5]	Level [6]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Basic Computer Application	8			8
	Communication & Study Skills	8			8
	Health law and ethics	10			10
	Sociology		10		10
	Anatomy and physiology	12			12
	General Chemistry	10			10
	Biostatistics		12		12
CORE COMPONENT <i>Subjects/Courses / Modules/Units</i>	Introduction to health and social care		12		12
	Quality Management in health and social Care			14	14
	Human Nutrition		12		12
	Infection Prevention and Control			14	14
	Personal Health & Wellbeing	12			12

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	Epidemiology		12		12
	Home based care			14	14
	Introduction to psychology		12		12
	Health Assessment and Screening	12			12
	Introduction to Counselling		12		12
	Rehabilitation in Health and Wellness			14	14
	Health Education			12	12
	Research Methods			14	14
	Work Integrated Learning			20	20
					256

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
4	72
5	82
6	102
TOTAL CREDITS	256

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Rules of Combination:

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

Fundamental Components: 70

Core Components: 186

Electives: 0

Total Credits: 256

ASSESSMENT ARRANGEMENTS

The qualification will be assessed through formative assessment with a weight of 50%, and summative, weighing 50%.

All assessors for the qualification shall be registered with Botswana Qualifications Authority or any equivalent and recognised body.

MODERATION ARRANGEMENTS

There shall be both internal and external moderation which shall be carried out in accordance with ETP and national moderation policy requirements.

All moderators of assessments for the qualification shall be registered with Botswana Qualifications Authority or any equivalent and recognised body

RECOGNITION OF PRIOR LEARNING

There shall be a provision for the award of credits towards the qualification through Recognition of Prior Learning, RPL in accordance with ETP and national policies on RPL.

CREDIT ACCUMULATION AND TRANSFER

There shall be a provision for the Credit Accumulation and Transfer, CAT in accordance with ETP and national policies on CAT.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

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

- Diploma in Nursing
- Diploma in Counselling
- Diploma in Community Services

Vertical Articulation (qualifications to which the graduate may progress to) include:

- Bachelor's Degree in Health and Social Care
- Bachelor of Science in Public Health
- Diploma in Community Services

Employment Pathways

- Support Worker
- Community Health Worker
- Healthcare Assistant
- Social Services Worker
- Mental Health Technician
- Residential Care Assistant
- Rehabilitation Assistant

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification:

For a candidate to be awarded a Diploma in Health and Social Care they must have acquired a minimum of 256 credits. The Candidate should pass all the core and fundamental modules in the qualification.

Qualification award

The learner will be awarded a Diploma in Health and Social Care certificate upon successful completion of the qualification.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

Regionally, the Diploma in Health and Social Care qualification has been compared with Diploma in Health and Social Care offered by University of Cape town, South Africa. Internationally this qualification was compared with The Diploma of Higher Education in Health and Social Care offered by the Open University, UK.

Similarities

University of Cape town (UCT), South Africa

The proposed qualification of Diploma in Health and Social care is at NQF level 6 which is similar to the qualification offered by UCT. The duration of the proposed qualification is 2 years with clinical placements which also aligns with the one offered by UCT. The learning outcomes of the proposed qualification is like the one offered by UCT although not crafted similarly like apply theoretical knowledge to practical scenarios in healthcare settings and engage in effective communication and collaboration with diverse populations, fostering empathy and respect for individual differences. There are some modules in the proposed qualification are similar to the one offered by UCT which are introduction to health and social care, health law and ethics, counselling, community practice and epidemiology and clinical practice. The assessment strategies for the proposed qualification like written tests, assignments, examinations and practical assessments are also evident in the qualification offered by UCT. The vertical articulation as in the proposed qualification like Bachelor's degree in fields such as Social Work, Public Health, Nursing, or Health Sciences are also identical to the qualification offered by UCT which also validate the comparison of the proposed qualification to the one offered by UCT, South Africa.

Open University, UK

The credits for the proposed qualification which are 256 and the qualification offered by Open University are similar with 240 credits. The learning outcomes for the qualification offered by Open University which is to understand the contemporary ethical, cultural, political, legal and social context in which health and social care takes place ,critically understand the key theories, concepts and principles that underpin practice in health and social care, including the significance of service-user perspectives and recognise the diversity of values found within health and social care are also similar to the proposed qualification trying to consolidate the assessment criteria and the learning outcomes. The employment pathways outlined in the qualification for the proposed qualification is

also aligned with the one for the qualification offered by Open University, UK in terms of Support Worker, Community Health Worker, Healthcare Assistant and Social Services Worker.

Differences:

University of Cape Town, South Africa

The proposed qualification of Diploma in Health and Social Care has 256 credits which is aligned to the NQF level of Botswana for Diploma level while the one offered by UCT has 120-180 credits. The proposed qualification emphasises in research skills with the module offered as Research methods, but the qualification offered by UCT requires the learners to complete a capstone project to acquire research skills. The proposed qualification does not have specialisations which the students can choose unlike the one offered by UCT where the students may choose to specialize in areas such as healthcare administration, global health, health policy, or behavioural health through further education and training.

Open University, United Kingdom

The proposed qualification is at NQF level 6 for Diploma according the NCQF framework for Botswana unlike the qualification which is offered by Open University which is level 5 according to the Framework for Higher Education Qualifications, FHEQ. The duration of the proposed qualification is 3 years while the one offered by Open University is if Part-time study for 4 years and Full-time study for 2 years. The qualification from Open University only focuses on few core modules like critical ideas in wellbeing and public health, death, dying and bereavement, making a difference: working with children and young people and critical perspectives on mental health in society while the proposed qualification does not have those modules.

The proposed qualification overall compares well with other qualifications which it was benchmarked against. The qualification offers similar modules though some of the qualifications have a different name. The proposed qualifications with the qualifications benchmarked provides a strong foundation in healthcare and social care principles, emphasizing practical skills and theoretical knowledge in the field. The proposed qualification and other benchmarked qualification are equipped with competencies in healthcare ethics, communication, counselling, and social work practice, enhancing their ability to address the complex needs of individuals and communities. The similarity of the courses consequently translates to the graduate profile of the qualifications from the above-mentioned institutions being comparable to the proposed qualification. Generally, the

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qualification compares well with the benchmarked institutions in terms of Learning outcomes and modules offered which facilitates easy articulation for the learners into the same qualifications identified both horizontally and vertically.

REVIEW PERIOD

5 years

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	

BOTSWANA
Qualifications Authority