

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)			Boitekanelo College											
TITLE		Bachelor of Science in Nursing						NCQF LEVEL			8			
STRANDS (where applicable)		N/A												
FIELD		Health and Social Services						CREDIT VALUE			618			
SUB FIELD		Health Science												
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														

The shortage of nurses is a long-time challenge in the health sector. This shortage has been exacerbated in low-and middle-income countries, including Botswana, by recruiting nurses to practice in more affluent countries, like the UK. The scourge of COVID-19 as well as HIV, previously potentiated the burden on nurses further. Sequel to the shortage, the plea to educate at least 6.1 million nurses globally by 2030 also put pressure on responsible governments to educate and train more nurses. According to the WHO, the currently registered institutions can only educate 3 million nurses at the most. Therefore, the gap for 2030 globally stands at 3.1 million nurses.

A second challenge is the overt disease burden in Botswana, both infectious and non-communicable diseases. The services of nurses are needed to improve the health of the Botswana community, especially in semi-urban and rural areas. Worsening the shortage and burden of nurses in low-and middle-income countries is the recent aggressive drive of recruiting nurses to affluent countries like the UK, leaving low-and middle-income countries needing more nurses. With this critical shortage of nurses, the overwhelming burden of disease, and the brain drain of competent and experienced nurses to affluent countries, the need to educate and train more nurses in Botswana became inevitable.

Overview of the State of Nursing in Botswana

Although there was a slight growth in the Eastern, Central, Southern African College of Nursing (ECSACON), the shortage of nurses remains a significant concern in the region, including Botswana. Since only one institution in Botswana educates degree nurses, the country is threatened by a limitation in educating sufficient graduate nurses. According to the Priority Skills Report 2022-2023, the need of nurses in Botswana is also highlighted which advocates the need of the qualification.

Adding to the previous assertion, WHO (2021) in the State of Health Worker in the WHO Africa region, declared that there are around 6935 nurses of all categories in Botswana for a population of 2 588 million people, roughly calculating a ratio of 1:373 exists (one nurse for every 373 people). However, if some of these nurses might be in the education and management cadre or outside the country, this number decreases rapidly. Since it is common knowledge that nurses dominate the health workforce in low-and middle income countries, this decline in the profession poses a severe challenge for the upkeep of wellness and health for countries like Botswana.

A vital proposition from these authors is to take hands in educating and training nurses through various stakeholder mobilisation. This qualification plays a crucial role in educating quality nurses by providing a

structured framework that integrates theoretical knowledge with practical skills. It also ensures that nurses are equipped with up-to-date medical information, critical thinking abilities, and effective communication skills. The comprehensive qualification also addresses the health care needs, cultural competencies and ethical considerations fostering the development of competent and compassionate nursing professionals. The main reason for this qualification to come on board is the footprint of already educating various health professionals successfully for the last 15 years and state-of-the-art facilities to deliver this training.

PURPOSE: (itemise exit level outcomes)

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

- Practice in an inclusive range of health service settings, including but not limited to curative health services, community- and lifestyle wellness services, education, and evidence-based practice.
- Uphold ethics, equity, and social justice; and ensure a sense of responsibility and accountability in nursing practice.
- Apply critical thinking, scientific knowledge, and ethical-legal and evidence-based informed judgment skills to provide high-quality, patient-centred care and to address complex healthcare challenges effectively and responsibly.
- Manage and improve healthcare systems through the application of evidence-based practice, effective leadership, and a commitment to life-long learning, ensuring quality care and patient safety across diverse populations and healthcare settings.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

1. NCQF level 4 certificate or equivalent, with Sciences, Mathematics and English.
2. Recognition of Prior Learning (RPL) will be considered if the applicants who did not meet the minimum entry requirements with NCQF level 4 as per the institutional RPL policy.
3. CAT (Credit Accumulation and Transfer) will be considered if the applicants who did not meet the minimum entry requirements with NCQF level 4 as per institution CAT policy.

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Apply the foundational knowledge of theoretical framework and basic sciences during the provision of nursing care to individuals and communities.	<p>1.1. Identify appropriate healthcare delivery systems including primary health care and indigenous health care to refer patients.</p> <p>1.2. Apply the knowledge of the immune system in pathogenesis of diseases and in patient management.</p> <p>1.3. Identify population groups in the community with special nutritional needs and formulate strategies to meet their needs.</p> <p>1.4. Implement nursing interventions in caring of patients with alterations in health.</p> <p>1.5. Assess the patients holistically using basic assessment techniques and physical examination.</p>
2. Apply specialised nursing skills in managing individual and community health.	<p>2.1. Manage basic challenges related to commonly occurring medical-surgical, psychiatric, mental and community health.</p> <p>2.2. Utilize diverse frameworks and skills to manage medical-surgical, psychiatric, mental and community health.</p> <p>2.3. Evaluate the influence of environmental and political factors on the health of individuals and communities.</p>

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<p>3. Uphold professional ethics and law during the provision of nursing care.</p>	<p>3.1. Apply ethical-legal principles in the analysis of specific health care issues.</p> <p>3.2. Apply appropriate decision-making tools/approaches to address organizational situations as a nurse manager.</p> <p>3.3. Critically analyse, evaluate, and apply evidence to ethical decision-making in caring for clients with life limiting conditions.</p>
<p>4. Utilize highly specialised skills of inquiry and analysis to make evidence-based decisions in providing nursing care to individuals and communities.</p>	<p>4.1. Apply a critical inquiry process to understand current health issues in the field of nursing.</p> <p>4.2. Utilize the diverse search strategies to obtain evidence for evidence-informed decision-making and practice.</p> <p>4.3. Formulate practice guidelines based on evidence-based decision making to render quality patient care.</p>
<p>5. Collaborate effectively with diverse teams and stakeholders to provide optimum nursing care to individuals and communities.</p>	<p>5.1. Identify areas of collaboration with members of the health care system.</p> <p>5.2. Communicate effectively with all members in the multidisciplinary team for a comprehensive health care.</p> <p>5.3. Communicate effectively with individuals, family and communities to implement optimum nursing interventions.</p>

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SECTION C		QUALIFICATION STRUCTURE
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COMPONENT	TITLE	Credits Per Relevant NCQF Level				Total Credits
		Level [5]	Level [6]	Level [7]	Level [8]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Communication and study skills	8				8
	Basic Computer Application	8				8
	Microbiology for Health Professionals	10				10
	Human Anatomy and Physiology I & II	14	14			28
	Basic Nutrition	8				8
	Applied Physics for Health Professionals		10			10
	Introduction to Psychology	8				8
	Applied Chemistry	12				12
	Mathematics for Health Sciences	8				8

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	Introduction To Statistics and Biostatistics			8		8
CORE COMPONENT Subjects/Courses/ Modules/Units	Fundamentals of Nursing I & II (Theory and Practice)	16	16			32
	Adult Health Nursing I & II (Theory and Practice)		16	16		32
	Sexual and Reproductive Health and Rights (Theory and Practice)		8			8
	Health Assessment (Theory and Practice)		10			10
	Clinical Pharmacology		10			10
	Pathophysiology		10			10
	Psychiatric and Mental Health Nursing I & II (Theory and Practice)		16	16		32

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	Adolescent Health Nursing (Theory and Practice)		8			8
	Family Health Nursing (Theory and Practice)		10			10
	Sociology for Health Professionals			12		12
	Community Health Nursing (Theory and Practice)			16		16
	Palliative Care Nursing				10	10
	Epidemiology		8			8
	Demography & Population Health			8		8
	Evidence Based Practice			10		10
	Child Health Nursing (Theory and Practice)		16			16
	Leadership and Management			10		10

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	Critical Care Nursing (Theory and Practice)			16		16
	Research Methodology			10		10
	Geriatrics Nursing and Practice			8		8
	Leadership and Management			10		10
	Entrepreneurship			8		8
	Research project				30	30
	Adult Health Nursing Internship				34	34
	Critical Care Nursing Internship				34	34
	Community Health Internship				34	34
	Psychiatric and Mental Health Internship				34	34
	Parent and child Nursing Internship				34	34
						602

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STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level				Total Credits
		Level []	Level []	Level []		
1.						
2.						
Electives	Health Promotion and Education		8			
	Emergency Medical Care			8		

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	Introduction to Counselling		8			
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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
Level 5	108
Level 6	152
Level 7	148
Level 8	210
TOTAL CREDITS	618

Rules of Combination:

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

Fundamentals modules: 108 credits

Core Modules: 494 credits

Electives (Choose any 2): 16 credits.

Total: 618 Credits

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ASSESSMENT ARRANGEMENTS

This will be assessed using formative at 50% and summative at 50%.

MODERATION ARRANGEMENTS

Internal and external moderation shall be carried out in accordance with ETP moderation policy and BQA requirements.

All assessors and moderators must be qualified in nursing or cognitive field preferably with a masters degree.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) will be applicable and considered for award of this qualification using appropriate RPL policies.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation and Transfer (CAT) will be applicable and considered for award of this qualification according to appropriate CAT policies

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

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

- Bachelor of Science in Public Health
- Bachelor of Science in Medicine
- Bachelor of Science in Health Promotion and Education
- Bachelor of Science in Human Nutrition and Dietetics

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

- Master of Science in Nursing (NQF level 9)
- Master of Nursing Science: Advanced Midwifery, NQF Level 9.
- Master of Nursing in Maternal and Child Health (NCQF level 9).

Employment

The graduates of the Bachelor of Science in Nursing Qualification are prepared in such a way that, they can work as:

- Family Nurse practitioner
- Women's Health Nurse practitioner
- Chief Nursing Officer
- Midwives
- Mental Health Nurse
- Home Care Nurses.

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification:

Qualification award

The candidate to be awarded Bachelor of Science in Nursing qualification must achieve a minimum of 618 credits.

There will be issuance of a certificate and an official transcript at the award.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

Similarities:

Bachelor Of Nursing Science, Nelson Mandela University (South Africa)

NQF Level: The proposed qualification is at NCQF level 8 with a duration of 4 years, It compares well with the one offered at Nelson Mandela which is also offered at NCQF level 8 with a duration of 4 years.

Learning Outcomes: The learning outcomes for the Nelson Mandela University qualification compares well with the proposed qualification for example. assess, plan, implement and evaluate nursing care for individuals and groups based on thorough assessment, compares well with deliver nursing care to sick or disabled individuals and groups. utilize highly specialised skills of inquiry and analysis to make evidence-based decisions in providing nursing care to individuals and communities in this qualification compares well with Utilise principles of Science and Methodology in Investigating nursing and health related problem.

Modules Offered: The modules from Nelson Mandela University are similar to that of the proposed qualification however there are instances where the naming of the module differs though the content is the same for instance, Basic Computer Applications in this qualification is named Computer Literacy in Nelson Mandela University, Research Methods in this qualification covers the same content as Introduction to Health Science Research in the Nelson Mandela University.

Bachelor of Nursing, Victoria College (Australia)

Learning Outcomes: The Learning outcome of this qualification compares well with that Victoria College for example, exhibiting values, behaviours, attributes, and professional knowledge congruent with quality, safe, ethical, legal and culturally appropriate provision of nursing practice in a range of health care settings across the domains of physical health, mental health and aged care to meet the Registered Nurse Standards of Practice is similar to that of the proposed qualification which reads, apply specialised nursing skills in managing individual and community health and uphold professional ethics and law during the provision of nursing care.

Modules Offered: There are modules of Victoria colleges generally compares well with the proposed qualifications except modules with different names but same context e.g transition to Nursing Practice, Nursing and complex care and Nursing for chronic illness and continuing care.

Differences

Bachelor of Nursing Science, Nelson Mandela University (South Africa)

NQF Level: This university Offers Bachelor of Nursing Science with NCQF level 8 and credits of 507 while the proposed qualification is at NQF level 8 with 600 credits.

Modules offered: This university also have some of the core modules which are different to the proposed qualification like the comprehensive Nursing which has four parts from I-IV, Obstetric and Midwifery care which also include 3 parts from I-III, Introduction to macro and microeconomics and Philosophy and modernity anthropology: managing cultural diversity. For these modules the proposed qualification has consolidated the content under different spheres of patients care for Nursing practice as proposed by the Nursing and Midwifery Act of Botswana.

Bachelor Of Nursing, Victoria College (Australia)

NQF Level: The qualification offered by Victoria college is at Level 7 while the proposed qualification is at Level 8 this is because of the difference in the difference in the National Credit and Qualification framework architecture.

Credit value and Duration: This university offers Bachelor of Nursing with credits of 288 with a duration of 3 years unlike the proposed qualification which has 600 credits a professional qualification for the duration of 4 years this is because of the difference in the difference in the National Credit and Qualification framework architecture.

Modules Offered: The modules generally compares well however there are those which are different from the proposed qualifications for example Contemporary Nursing A & B, Contemporary Nursing and mental health A & B, Nursing in specialised area and transition to Nursing Practice. The proposed qualification covers these contents under different names as propose by the Nursing and Midwifery Act Botswana.

Practice Hours: This qualification also requires the students to fulfil 800 professional practice hours and 140 clinical simulation hours while the proposed qualification requires the students fulfil a total of 1000 hours of clinical practice during their 4 years of study.

The proposed qualification overall compares well with other qualifications which it was benchmarked against. The proposed qualification like those qualifications benchmarked against provides a strong foundation in the nursing principles, emphasizing practical skills and theoretical knowledge in the field. 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 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. As the exit outcomes also compares well with the

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benchmarked institution it also allows similar employment opportunities both nationally and internationally.

REVIEW PERIOD

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		