

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS																	
QUALIFICATION DEVELOPER (S)			BYTE SIZE COLLEGE														
TITLE		Certificate V in Social Work								NCQF LEVEL		5					
STRANDS (where applicable)		N/A															
FIELD		Health and Social Services								CREDIT VALUE		132					
SUB FIELD		Social Services															
New Qualification				Legacy Qualification						Renewal Qualification			✓				
										Registration Code			Q0150				
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: The social work profession plays a vital role in enhancing the well-being and quality of life of individuals. Social workers engage directly with individuals, families, groups, and communities to help them navigate daily challenges and improve their social functioning. They are instrumental in delivering essential social services, including assisting individuals and families in accessing public assistance, offering referrals, and providing information on available services. These services span from meeting basic needs such as food and shelter to offering psycho-social support, including																	

addressing acute mental health issues (**Global Social Service Workforce Alliance, 2016**). Additionally, social workers contribute to the healthy development and well-being of children, individuals, and families. In light of this, the qualification aims to produce competent auxiliary social workers equipped to support clients in these critical areas.

Botswana is currently facing several pressing social issues such as unemployment, domestic violence, teenage pregnancies, school dropouts, and substance abuse. These challenges highlight the urgent need for a larger social workforce. Accordingly, the qualification is designed to develop auxiliary social workers who can operate within the cultural and social contexts of local communities and contribute to addressing these societal problems.

The proposed qualification is aligned with the Human Resources Development Council (HRDC) priority skills (August 2025) and is consistent with key national policy frameworks, including Vision 2036 and the 11th National Development Plan (NDP 11). Vision 2036 seeks to build a just and compassionate society by strengthening support systems and expanding opportunities for disadvantaged populations, while also providing safety nets for those affected by poverty. In addition, the government aims to reduce teenage pregnancies and curb the spread of HIV/AIDS through targeted strategic interventions (Vision 2036 Presidential Task Team, 2016). This qualification contributes to these objectives by preparing competent para-professional social workers who can work effectively with individuals, families, and communities to advance these national goals.

In the same way, the qualification supports the objectives of NDP 11, which prioritizes the delivery of quality social services, the promotion of cost-effective and pro-poor social safety nets, and an effective response to the HIV/AIDS epidemic (Ministry of Finance & Economic Development, 2017). By producing skilled auxiliary social workers, the qualification makes a direct contribution to the implementation of these priority areas.

Furthermore, the College's needs assessment report highlights the continued demand for training social workers at certificate level to address existing gaps in social service delivery. The findings indicate that graduates of this qualification are more likely to secure employment upon completion, which helps explain the sustained high demand for the programme (see attached Needs Assessment Report). This is further supported by the College's stakeholders, who have fully endorsed the qualification, citing both industry demand and graduate employability (see attached Support Letters).

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These findings underscore the importance of developing a workforce that is adequately equipped to meet the country's growing social service needs. In addition, the College has reviewed outcomes of past graduates and assessed the current cohort of students to confirm the ongoing relevance of the qualification.

The qualification offered by the College at NQCF Level 5 is also comparable to similar programmes offered by other institutions, both regionally and internationally. It provides clear career pathways in social work and social services and creates employment and entrepreneurial opportunities for learners in both the public and private sectors.

PURPOSE: (itemise exit level outcomes)

The purpose of this qualification is to equip learners with the necessary skills and knowledge to:

1. Apply core social work knowledge and skills in the practice of social services.
2. Assist clients in developing skills and accessing resources and support services needed to address their concerns effectively.
3. Provide advice and guidance to individuals, families, groups and communities in response to social and personal difficulties.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

To be admitted into the Certificate in Social Work, the following entry requirements have been developed:

1. Certificate IV, NCQF level 4 (General Education/ TVET), or equivalent qualification.
2. Candidates who do not fulfil the minimum qualification stated above will be considered through Recognition of Prior Learning (RPL).

SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1 Assist clients, including persons with disabilities and elderly clients, to obtain services and improve their ability to function in society	1.1 Conduct comprehensive assessments of clients' physical, emotional, social, and environmental needs.

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	1.2 Recognise the specific needs of persons with disabilities and elderly clients and assist them in acquiring services. 1.3 Guide clients in completing applications and securing access to their entitled benefits or services. 1.4 Develop client-centred plans aimed at improving functional capacity 1.5 Promote inclusive practices within service systems
2 Analyse and apply the principles of social justice, human rights, and ecological systems theory to address clients' situations	2.1 Identify structural factors, such as poverty, inequality, and discrimination, contributing to the client's situation and develop appropriate solutions to problems affecting them. 2.2 Promote inclusion, equity, and empowerment in intervention planning. 2.3 Respect the uniqueness of individuals and diversity when working with individuals and families. 2.4 Identify how environmental systems influence the client's behaviour and wellbeing.
3 Apply basic communication and interpersonal skills in social service settings	4.1 Communicate effectively with individuals, families and groups in social service settings. 4.2 Maintain appropriate professional boundaries and confidentiality during communication with clients. 4.3 Listen actively and empathetically when dealing with clients. 4.4 Use appropriate tone, language, and terminology suited to the service user's level of understanding.

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	4.5 Show attentiveness and engagement during interactions with clients.
4 Assist in planning and implementing community outreach programmes	5.1 Identify community needs using basic assessment methods, such as observation, interview, and a simple survey. 5.2 Support the development of a structured activity plan for the outreach program. 5.3 Perform assigned roles effectively during outreach events. 5.4 Record and file activity documents properly for future reference.
5 Work effectively with other social service agencies and institutions to provide information and obtain feedback on clients' overall situations.	5.1 Establish a good working relationship with other social service agencies. 5.2 Effectively represents and communicates client needs, rights, and aspirations during team discussions and decision-making. 5.3 Establish and maintain professional working relationships with other institutions/ agencies. 5.4 Communicate relevant client information clearly and professionally. 5.5 Maintain accurate and up-to-date documentation of inter-agency communication.
6 Provide emotional support, counsel, and referral services to clients.	6.1 Use appropriate verbal and non-verbal communication throughout the helping process. 6.2 Respect for client autonomy, boundaries, and informed consent in the helping process. 6.3 Support clients in identifying strengths and developing coping strategies to manage their challenges. 6.4 Assist clients in reaching mutually acceptable agreements.

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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [5]	Level [6]	Level []	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Introduction to Sociology	10			
	Human Development & Growth	8			
	Communication Skills	8			
	Computer Applications	10			
CORE COMPONENT Subjects/Courses/ Modules/Units	Introduction to Social Work	10			
	Introduction to Counselling	10			
	Social Welfare & Social Work	10			
	Politics and Administration in Social Context	10			
	Social Work Practice	30			
	Community Development	10			
	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits

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STRANDS/ SPECIALIZATION					
		Level [5]	Level []	Level []	
1.					
2.					
Electives	Health Promotion	8			
	Ethics for the Human Services	8			
	Statistics	8			
	Introduction to Law & Society	8			

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
Fundamental	36
Core	80
Elective	16
TOTAL CREDITS	132

Rules of Combination:

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

To graduate, learners must complete all fundamentals (36 credits) and core (80 credits) modules and choose 2 modules (16 credits) from the elective components, which makes a total of 132 credits.

BOTSWANA
Qualifications Authority

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ASSESSMENT ARRANGEMENTS

The College assessment arrangement is classified into continuous and summative assessments, as stated below.

Formative or Continuous assessments (CA)

- ❖ The outcomes of each module in the qualification are assessed through formative (continuous) assessment, which will contribute 50% to the final grade.

Summative assessments

- ❖ All the outcomes of the module will be assessed in the final examination, which will contribute 50% to the final grade.
- ❖ Both formative and summative assessments are administered by accredited and registered assessors.
- ❖ A minimum qualification for assessors and moderators is:
Diploma or degree in Social Work or related field, and two years' teaching experience in academic, research, or industry related to Social Work and relevant areas.

MODERATION ARRANGEMENTS

- ❖ Internal and external moderators to be engaged will be BQA accredited subject specialists in relevant fields with relevant industry experience and academic qualifications.
- ❖ Both internal and external moderation shall be done in accordance with ETP policies and regulations.

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 the institution's RPL policies and relevant national policy. The implementation of RPL shall also be consistent with any requirements prescribed for the field or sub-field of study by relevant national, regional, or international professional bodies.

CREDIT ACCUMULATION AND TRANSFER

- The qualification allows students to progress from one qualification or part-qualification to another, accessing new learning or avoiding repetition of learning already acquired. The College credit accumulation and transfer policy is aligned with the national/ BQA policy.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

The certificate in Social Work qualification allows vertical and horizontal progression as stated below:

Vertical Progression

Students who have completed their Certificate in Social Work qualification can progress to a Diploma in the following fields of study at any local, regional, or international college or university.

- Diploma in Social Work
- Diploma in Community Development
- Diploma in Counselling & Psychotherapy
- Diploma in Health & Social Care

❖ Horizontal Progression

Students may progress horizontally between qualifications if they meet the minimum admission requirements for the target qualifications. The following are some of the comparable qualifications among others in the field of health and social services.

- Certificate V in Social Care
- Certificate V in Social Work & Social Administration
- Certificate V in Community Development
- Certificate V in Counselling

❖ Employment

Graduates from the field of Social Work can work as

- Auxiliary or para-professional social workers,
- counsellors,
- welfare officers,
- mental health workers,
- community facilitators,
- correction officers,
- administrators and special needs instructors.

QUALIFICATION AWARD AND CERTIFICATION

A candidate must complete the stipulated total credits (132), comprising the fundamental, core components, and electives, to be awarded the Certificate V in Social Work.

All candidates who achieve the above stated requirements will be issued a certificate of achievement by the institution.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

Summary of Similarities and Differences Observed

The exit learning outcomes for the qualification at the Kenya Institute of Social Work and the developed qualification are similar, as the key focus is on equipping learners to apply their skills and knowledge in social work practice; understand the values and ethics of social work practice, apply various methods and approaches, use of local resources and effective communications. Additionally, both qualifications share similar assessment strategies and educational pathways. However, the benchmarked qualification at Kenya Training College differs from the developed qualification in its title, namely Certificate in Social Work and Welfare. Despite this difference, the content of the two qualifications is largely comparable. The benchmarked qualification comprises 14 modules, while the developed qualification consists of 12 modules. This variation does not result in any substantive difference, as two modules in the benchmarked qualification - Social Policy and Administration and Advocacy and Lobbying - are integrated within the Social Welfare and Social Work module of the developed qualification.

The developed qualification and the qualification for a certificate in social work at UWI, Barbados, have similarities in terms of the title of the qualification, level and duration. Most of the modules, such as Principles & Practices of Social Work I, II, & III, Introduction to Sociology, and Human Growth & Development at UWI, Barbados, are similar to the developed qualification. Besides, the two qualifications are comparable in terms of exit outcomes, assessment strategies, and educational pathways. Despite their similarities, the developed qualification differs from the qualification compared in terms of the total number of modules and total credits. This shows that the developed qualification has more modules and credits than the benchmarked qualification at UWI, Barbados.

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The developed qualification and the qualification at Coast Mountain, Canada, have similarities in terms of duration to complete the required total credits. Most of the modules, such as Interpersonal Communication, Helping Skills, Group Work, Community Development, Introduction to Social Work, and Social Service Worker Practicum I and II, are similar to the developed qualification. Moreover, both qualifications have similar exit outcomes, assessment strategies, and educational pathways. However, the title of the benchmarked qualification differs from the developed one, even though the two qualifications are roughly similar in content. Additionally, the total credits and total number of modules for the benchmarked qualification at Coast Mountain College are lower than those for the developed qualification.

All benchmarked qualifications demonstrate comparable educational pathways and employment outcomes to the developed qualification. Graduates of the certificate typically progress to a diploma in Social Work, Counselling & Psychotherapy, Health and Social Care assistance, Community Development, or another related discipline, and then subsequently to a degree qualification. In addition, graduates of this qualification are eligible for employment in social services and related sectors, and may work as assistant social workers, community development officers, welfare officers, counsellors, and case managers, among others.

REVIEW PERIOD

The qualification shall be reviewed every five 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	