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SECTION A: QUALIFICATION DETAILS																			
QUALIFICATION DEVELOPER (S)				BOTHO UNIVERSITY															
TITLE		Bachelor of Science in Community Health								NCQF LEVEL		7							
FIELD		Health and Social Services			SUB-FIELD			Social Services			CREDIT VALUE		480						
New Qualification						☒		Review of Existing Qualification											
SUB-FRAMEWORK		General Education			☐		TVET			☐		Higher Education		☒					
QUALIFICATION TYPE		Certificate		I	☐	II	☐	III	☐	IV	☐	V	☐	Diploma		☐	Bachelor or	☒	
		Bachelor Honours			☐		Post Graduate Certificate			☐		Post Graduate Diploma							
		Masters						☐		Doctorate/ PhD									

RATIONALE AND PURPOSE OF THE QUALIFICATION													
RATIONALE: Community health is a part of public health that concentrates on improving health within a community by educational and preventive measures on time. World population still suffers from preventable communicable and non-communicable diseases. Health challenges/issues such as road traffic injuries, occupational health hazards, biotechnology and genetic engineering, injustices and inequalities have increased the need for capacity building in the field of health promotion and development.													

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According to American Public Health Association' "a community health worker is a frontline public health worker who is a trusted member of and/or has an unusually close understanding of the community served. This trusting relationship enables the worker to serve as a liaison/link/intermediary between health/social services and the community to facilitate access to services and improve the quality and cultural competence of service delivery. A community health worker also builds individual and community capacity by increasing health knowledge and self-sufficiency through a range of activities such as outreach, community education, informal counselling, social support and advocacy" (www. <https://www.apha.org/>).

According to HRDC priority skills 2019 (current and future) the area of health sector is one of the priorities in demands:

Occupation	Technical skills	Soft skills
Healthcare Assistants	Prepare Patients for Diagnostic/Treatment Therapies, Prepare, Collects & Delivers Equipment, Supplies, Medical Records, Laboratory Specimen Results, Diagnosis	Approachability, Action Oriented, Peer Relationships, Ethics, Values, Customer Focus
Health Education Assistants	Teaching, Assessment, Program Development, Evaluation, Advocacy	Communication, Compassion, Listening, Work Ethics, Morals, Values, Integrity, Professionalism, Teamwork
Occupational Hygienists	Health, Environment & Safety	

(Table 4: Priority Skills – March 2019)

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In vision 2036, Pillar 2 which focuses on human and social development has “Health and wellness as 4th objective”, which means that “Batswana will live long and healthy lives”. This mission is not possible without improving community health.

The 5th objective is “social inclusion and equality”, which means “Social inclusion is central to ending poverty and fostering shared prosperity as well as empowering the poor, and marginalized people, to take advantage of burgeoning opportunities”. To achieve these objectives, the physical, mental, and social health of the rural communities must be improved.

PURPOSE:

The purpose of the qualification is to produce graduates with specialised knowledge, skills and competences to be able to:

- Respond to health crises effectively and efficiently.
- Plan, manage, and evaluate health initiatives competently.
- Conduct action research in areas of specialization.
- Demonstrate understanding of healthcare system of the country, facilitating healthcare and social service system navigation.
- Exhibit hard skills like administration management, counselling and therapy, active listening techniques, emergency management and communication skills.
- Apply problem solving skills in the different areas of specializations of community Health.

ENTRY REQUIREMENTS (including access and inclusion)

- The minimum entry requirement is NCQF Level 4, Certificate IV (e.g. BGCSE) or equivalent qualification.
- Applicants that do not meet the above criteria but possess relevant experience will be considered through Recognition of Prior Learning (RPL).

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SECTION B		QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)		ASSESSMENT CRITERIA	
1. Implement the knowledge of interrelatedness of all body systems, from the chemical and cellular levels to the level of the whole organism, and how these relationships are relevant to disease prevention, environmental protection, and health promotion.		1.1 Discuss body systems, scientific concepts of disease prevention, principles of environmental protection and health promotion. 1.2 Analyse the interlink between systems to create opportunities for promoting and protecting health across life.	
2. Apply practical knowledge of Kinesiology in promoting community Health.		2.1 Apply theories, themes and ideas in kinesiology and community health. 2.2 Use evidence-based interventions as an essential part of community health practice. 2.3 Implement methods and tools of Community health data collection and analyses.	
3. Create solutions to address community health problems.		3.1 Examine health status of populations and their related determinants of health and illness. 3.2. Identify the basic processes, approaches, and interventions to address major health-related needs and concerns of populations. 3.3. Determine health education needs of communities and develop plans for addressing the needs Identified.	

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	3.4 Apply principles of community education to promote health and disease prevention, quality, availability, and use of health services.
4. Apply the ethics in community health practice to analyse the dimensions of and provide justifications for public health interventions and policies.	4.1 Justify the theoretical use of ethical principles in practical strategies of public health. 4.2 Apply scientific findings and/or critical analysis to interpret, ethically promote inquiry, propose solutions, and/or create new ideas related to health, rehabilitation, and/or human movement.
5. Evaluate substance abuse among the public.	5.1 Plan health education, promotion, and interventions for substance abuse 5.2 Implement health education, promotion, and interventions for substance abuse (communities & individuals).
6. Apply the fundamentals of finance management in community programs.	6.1 Examine various avenues available for gathering appropriate and applicable community resources. 6.2 Create effective solutions for primary challenges that lead to lack of funds for essential health services. 6.3 Develop innovative plans to engage communities and potential health sponsors to address the lack/ shortage of financial support for various health services.
7. Communicate and interact effectively and professionally with people from different backgrounds.	7.1 Prepare and deliver oral and written presentations physically and through various platforms. 7.2 Apply leadership and effective communication skills to engage communities and various stakeholders.

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SECTION C	QUALIFICATION STRUCTURE					
COMPONENT	TITLE	Credits Per Relevant NCQF Level				Total (Per Subject/ Course/ Module/ Units)
		<i>Level 5</i>	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Academic Writing for STEM	None	10	None	None	10
	Computer and its Essentials 1	10	None	None	None	10
	Computer and its Essentials 2	None	10	None	None	10
	Entrepreneurship & Innovation	None	None	None	20	20
	HIV/AIDS and drug Education	10	None	None	None	10

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CORE COMPONENT Subjects/Courses/ Modules/Units	Social work and community development	None	None	None	None	10
	Medical Anthropology and sociology	10	None	None	None	10
	Introduction to Medical Physiology	10	None	None	None	10
	Health Database Management System	None	10	None	None	10
	Research Project 1 (Proposal)	None	None	10	None	10
	Professional Practice	None	None	40	None	40
	Research Project 2 (Dissertation)	None	None	None	20	20
	Introduction to Biochemistry	None	10	None	None	10
	Human Anatomy	10	None	None	None	10
	Introduction to Microbiology	None	10	None	None	10
	Basic Life support and Emergency care.	None	10	None	None	10
	Fundamentals of Demography.	None	10	None	None	10

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	Fundamentals of Environmental Health.	None	10	None	None	10
	Primary Health Care.	None	10	None	None	10
	Nutrition, Health, and food security.	None	10	None	None	10
	Parasitology, Virology, and Toxicology.	None	10	None	None	10
	Ethics and Ethical issues in Community Health.	None	10	None	None	10
	Principles of Community Health	None	None	10	None	10
	Epidemiology	None	20	None	None	20
	Basic Pharmacology and Pharmacognosy.	None	10	None	None	10
	Global Health	None	None	10	None	10
	Health Management and Planning.	None	None	10	None	10
	Health Information	None	None	10	None	10
	Waste management	None	None	10	None	10
	Biostatistics	None	None	10	None	10
	Behavior change Communication	None	None	10	None	10

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	Mental Health	None	None	10	None	10
	Health Education and Promotion	None	None	10	None	10
	Research Methods for STEM	None	None	10	None	10
	Communicable disease control	None	None	10	None	10
	Health Economics and health financing	None	None	10	None	10
	Disaster Management	None	None	10	None	10
	Non- communicable disease control	None	None	10	None	10
	Fundamentals of monitoring and evaluation	None	None	None	10	10
	Gender and health	None	None	None	10	10
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units (Choose any two)</i>	Quality and Safety in Health care systems	None	10	None	None	10
	Reproductive Health and family planning program	None	10	None	None	10
	Adolescent health, drug, and substance abuse program	None	None	10	None	10
	Occupational Risk assessment and	None	None	10	None	10

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	Health safety Management					
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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

<i>TOTAL CREDITS PER NCQF LEVEL</i>	
<i>NCQF Level</i>	<i>Credit Value</i>
5	50
6	180
7	190
8	60
<i>TOTAL CREDITS</i>	<i>480</i>

Rules of Combination:

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

- The 40 credits internship module, called the Professional Practice module, may typically be done after the student has completed course work.
- The credit combination for this qualification is from 50 fundamental components, 410 core components and the remaining 20 is from elective components i.e. the learner has to choose any two elective modules.

ASSESSMENT ARRANGEMENTS

This qualification is assessed and moderated as follows:

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- The formative assessment contributes 60% towards the final grade.
- The summative assessment contributes 40% towards the final grade.

MODERATION ARRANGEMENTS

- Both internal and external moderation will be done in-line with the Moderation policy of the Institution, in line with the national policy on moderation.
- The assessment and moderations shall be done by assessors and moderators who are registered and accredited by Botswana Qualifications Authority.

RECOGNITION OF PRIOR LEARNING

There will be a provision for learners to be awarded the qualification through Recognition of Prior Learning, RPL, in line with institutional and national policies on RPL.

CREDIT ACCUMULATION AND TRANSFER

There will be a provision for learners to be awarded credits towards the qualification through Credit Accumulation and Transfer, CAT, in line with institutional and national policies on CAT.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

The degree is also a launching pad for a graduate education in several health-related fields.

Vertical Pathways:

Completion of the Bachelor of Science in Community Health meets the requirement for admission to Bachelor's degree Honors or Post-Graduate Diploma (NCQF level 8) in the same or a related field such as:

- Bachelor of Science Honors in Health Information Management

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- Bachelor of Science Honors in Occupational Health, Safety and Environmental Health
- Bachelor of Science Honors in Community Health
- Bachelor of Science Honors in Health care Management
- Bachelor of Science Honors in Health care Administration
- Bachelor of Science Honors in Health informatics
- Post Graduate Diploma in Community Health
- Post Graduate Diploma in Health care Management
- Post Graduate Diploma in Healthcare Administration.

Horizontal Pathways:

Students can pursue other qualifications such as

- Bachelor of Science in Health Information management
- Bachelor of Science in Occupational health safety and Environmental Health
- Bachelor of Science in Health care Management
- Bachelor of Science in Health care Administration
- Bachelor of Science in Health informatics.

Employment Pathways:

Community healthcare graduates are hired by Non Governmental Organisations (NGOs), relevant Government departments, Government public health drives/campaigns/schemes, Healthcare institutes (hospitals, clinics, nursing homes, rehabilitation clinics etc. Graduates from the Bachelor of Science in Community Health program work in a wide variety of settings. Examples of job titles might include, but are not limited to:

- Healthcare Administrator
- Health Educator
- Public Health Researcher

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- Community Health Worker
- Statistician

QUALIFICATION AWARD AND CERTIFICATION

The learner will be awarded a certificate in '**Bachelor of Science in Community Health**' after attaining 480 credits as specified in the rules of combination and credit distribution.

REGIONAL AND INTERNATIONAL COMPARABILITY

- **Regional:** Kenyatta University, Kenya, Bachelor of Science in Community Health.
- **International:**
 - Northeastern Illinois University BSc Major in Community Health.
 - University of South Australia: Bachelor of Community Health Degree.
 - University of Newcastle Bachelor of Public and Community Health.

Similarities & differences:

1. Kenyatta University: Bachelor of Science (Community Health)

Kenyatta University (KNU) offers a Bachelor of Science in Community Health, and this qualification will also offer a Bachelor of Science in Community Health. In terms of entry requirements, the KNU qualification targets A-level graduates and those with diplomas in the relevant areas and wishing to advance. This qualification on the other hand targets Form 5 graduates in Botswana and those with comparable or better qualifications internationally as well as diploma holders in relevant fields. Both qualifications are offered over a course of four (4) years with each academic year consisting of two semesters for full time students. KNU uses a 'unit system' and a student is awarded the degree after taking and passing all units (minimum 48 units), University Common Units (3), School Common Units (1)

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and a Research Project (2 units), a total of 52 units. This qualification uses a credit hour system where 1 credit hour is equivalent to 10 credits. A student is awarded the degree after passing all core and elective modules amounting to 480 credits.

Both the qualifications have similar modules like Health Education and Promotion, Biostatistics, and other modules with the same content. Assessments for Kenyatta University consist of Continuous Assessment Tests 30% and University examinations 70% which will be a similar benchmark to our assessment. Number of research modules offered by Kenyatta university are more than the proposed qualification. Assessment criteria regarding attachment (internship) is slightly different. Kenyatta University -Supervisor's report constitutes 30%. Oral presentation, logbook, Field Supervisor's Assessment Report and University Supervision constitute 70%. The proposed qualification has a 20% supervisor assessment report, 30% tutor visit report and 50% from the internship report.

Internationally:

1. Northeastern Illinois University BSc Major in Community Health for the Bachelor of Science Degree

Northeastern Illinois University offers a Bachelor of Science Major in Community Health, and this qualification offers Bachelor of Science Community Health. Northeastern Illinois University offers a four-year Bachelor of Science Major in Community Health, which is the same as the duration of the proposed qualification. Both the Qualifications have Internship, but the proposed qualification's Internship module has 40 Credits whereas Northeastern Illinois University has 200 Clock hours. Both the qualifications have similar Modules like Health Management and Planning, Health Information and Behavior change Communication and many more. There is similar content in the modules. Northeastern Illinois University Qualification has a total credit of 120, whereas the proposed qualification has 480 credits.

2. University of South Australia: Bachelor of Community Health Degree:

The University of South Australia offers a Bachelor of Science in Health Information Management just like this qualification. Entry requirements by University of South Australia had different entry requirements which are either through higher education study or Vocational Education and Training (VET) or Work and

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life experience (for their domestic students only) or Recent secondary education which is the same as the entry requirements for the proposed programme. University of South Australia offers the program as an online qualification, whereas the proposed qualification will be offered in Distance learning and Classroom learning mode. University of South Australia offers Bachelor of Community Health Degree as a 3-year qualification, whereas the proposed qualification is for 4 years. Modules offered by University of South Australia were benchmarked mostly in the content of each and the corresponding credits using Nutrition and health, Disability and Aging (for a similar module), project management for health and wellness (similar module) and public health (any in this category). Choice of electives, which is two electives, is similar in both the Universities. The University of South Australia has an hours system which is 10-15 hours per week and the proposed qualification has 480 credits.

3. University of Newcastle (Bachelor of Public and Community Health)

University of Newcastle offers Bachelor of Public and Community Health and the proposed qualification is Bachelors in Community Health. The minimum specified period, which is 3 years full-time or 8 years part-time for the benchmarked university, whereas the proposed program has a 4 years period for course completion. Most of the modules offered by both the qualifications offer the same content though differ slightly in the naming. Some of the common modules are Health Promotion Global Health, Social Marketing, Social Justice and Health Inequity, Environmental Health, Health Sociology and Anthropology, Epidemiology. University of Newcastle does not have an internship module, on the contrary the proposed program has an internship module with 40 credit hours. The University of Newcastle offers 240 credits for the benchmarked qualification, the proposed qualification offers 480 credits for the proposed qualification.

REVIEW PERIOD

5 Years