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| SECTION A: QUALIFICATION DETAILS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                        |                   |    |                           |    |                 |         |                                  |  |                     |                   |                  |  |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-------------------|----|---------------------------|----|-----------------|---------|----------------------------------|--|---------------------|-------------------|------------------|--|---|
| <b>QUALIFICATION DEVELOPER (S)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                        | Botho University  |    |                           |    |                 |         |                                  |  |                     |                   |                  |  |   |
| <b>TITLE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Bachelor of Science in Health Sciences |                   |    |                           |    |                 |         |                                  |  |                     | <b>NCQF LEVEL</b> | 7                |  |   |
| <b>FIELD</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Health and Social Services             |                   |    | <b>SUB-FIELD</b>          |    | Health Sciences |         |                                  |  | <b>CREDIT VALUE</b> | 480               |                  |  |   |
| New Qualification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                        |                   |    |                           |    | ✓               |         | Review of Existing Qualification |  |                     |                   |                  |  |   |
| <b>SUB-FRAMEWORK</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                        | General Education |    |                           |    |                 | TVET    |                                  |  |                     |                   | Higher Education |  | ✓ |
| <b>QUALIFICATION TYPE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Certificate                            | I                 | II | III                       | IV | V               | Diploma | Bachelor or                      |  |                     |                   |                  |  | ✓ |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Bachelor Honours                       |                   |    | Post Graduate Certificate |    |                 |         | Post Graduate Diploma            |  |                     |                   |                  |  |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Masters                                |                   |    |                           |    | Doctorate/ PhD  |         |                                  |  |                     |                   |                  |  |   |
| <b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                        |                   |    |                           |    |                 |         |                                  |  |                     |                   |                  |  |   |
| <p><b>RATIONALE:</b></p> <p>The quality of health care and services in the society is considered to be one of the most crucial factors that define a country's government at any given state. Recent healthcare statistics show that it is one of the largest and the fastest and growing industries in the world. This includes the physical and mental well-being of country citizens, which has become a very important factor, and it is recognized as a great contributor to the economy of a country. World Health Organization (WHO) constitution defines health as a state of complete physical, mental and social well-being and not merely the absence of disease and infirmity (Ibrahim <i>et al</i>, 2007).</p> <p>Health Sciences is an interdisciplinary field aimed at promoting health and preventing disease, disability, and premature death through education-driven behavior change activities designed for individuals, groups, and communities. This qualification therefore will equip the graduates with competence to address health issues</p> |                                        |                   |    |                           |    |                 |         |                                  |  |                     |                   |                  |  |   |

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from an individual perspective to global issues such as epidemics. The availability of scholarships for tertiary education from the Ministry of Education and Skills Development (MESD) is an indicator of the importance of this qualification (Nkomazana *et al.*, 2014). The reliance on expatriate health workforce is one of the gaps that will be addressed by this qualification. Emphasis is further outlined in the National Development Plan 11 where the Essential Health Service Package (EHSP) will be implemented to improve health quality standards across the health sector, making this qualification a crucial aspect.

For the Health Sector, the criteria used to draw up the list of the top 20 occupations included the following:

- Occupation has been indicated in the Health Sector Human Resource Development (HRD) Plan.
- Occupation has been identified by the Government as a scarce skill.
- An Occupation has been identified in the Botswana Integrated Health Service Plan (IHSP 2010-2020).
- An Occupation is mostly dominated by Non-Locals as opposed to Locals, Botswana Health Professions Council (BHPC) 2012/13 Annual Report, page 22 - 26.
- An Occupation was identified as a priority by the sampled Employers in the Health Sector (covering both the public & private sector). Analysis of data indicated the frequency of organizations prioritizing the occupations were recorded to determine eligibility for the list.
- Signal - An occupation is indicated in the HRDC Job Vacancy Database Analysis.
- Occupation addresses complexities and emerging – lifestyle diseases. (HRDC, 2016).

Prioritization of occupations in demand is informed by national priorities duly outlined in Vision 2036, National Development Plan (NDP 11) and HRDC, 2019 – Priority Skills for Current and Future skills. The proposed MSc in Healthcare Management has been developed with this in mind and will therefore address this gap. A market survey was done to establish whether the qualification was viable.

The responses from the survey were positive and the qualification is found to be contemporary, sustainable, and needed by stakeholders (*Appendix: 1 Market Need Analysis*). Furthermore, the qualification was reviewed by the industry experts (*Appendix: 3 Industry support letters*).

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### **PURPOSE:**

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

- Prevent and control factors that lead to health disparities.
- Demonstrate an understanding of the policy, ethics, and resources in management of prevention programming and health service delivery.
- Analyse and interpret health data.
- Perform effectively within the context of disease prevention and the promotion of health.
- Manage health promotion programmes and health services delivery in accordance with relevant policies, ethics, and resources.
- Carry out research and apply scientific knowledge to improve health and the general understanding of human function in the health science sphere.

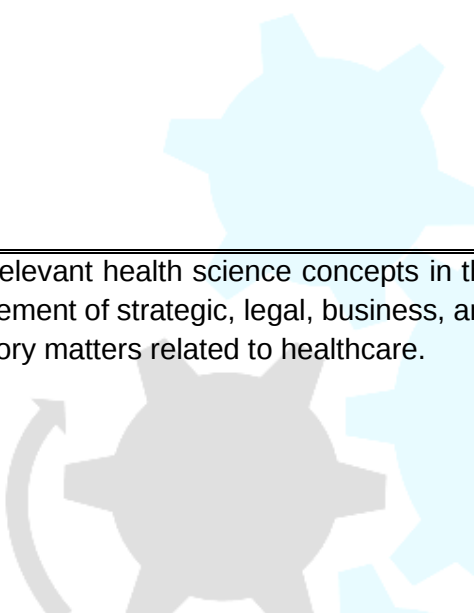
### **ENTRY REQUIREMENTS (including access and inclusion)**

Entry into this qualification is through any one of the following requirements:

1. Certificate IV, NCQF level 4 (General Education or TVET) or equivalent.
2. Applicants who do not meet the above criteria but possess relevant knowledge and competences will be considered through recognition of prior learning (RPL).

| <b>SECTION B QUALIFICATION SPECIFICATION</b>                                                        |                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>                                                         | <b>ASSESSMENT CRITERIA</b>                                                                                                        |
| 1. Prevent and control factors that lead to health disparities in order to improve societal health. | 1.1 Identify the socio-economic, behavioural, biological, environmental, and other factors that contribute to health disparities. |

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|                                                         | 1.2 Develop on and in action, the communication skills required to develop the professional role.                                                                                                                                                                                       |
|                                                                                                                                          | 1.3 Develop and apply prevention and control measures for health disparities.                                                                                                                                                                                                           |
| 2. Apply relevant health science concepts in the management of strategic, legal, business, and regulatory matters related to healthcare. | 2.1 Develop plans and programmes based on processes, principles, theories, and concepts of Health Science for strategic, legal, business, and regulatory management of healthcare.<br><br>2.2 Develop professional roles in health and reflect on current evidence-based practice.      |
| 3. Analyse trends, processes, concerns, and expectations to improve health promotion operational efficiency and economic development.    | 3.1 Identify success factors for proper assessment and implementation of the health science mandate.<br><br>3.2 Demonstrate the knowledge of the relationship between various health concepts and processes in terms of operational efficiency and economic development.                |
| 4. Assess the knowledge and skills needed to perform effectively within the context of disease prevention and the promotion of health.   | 4.1 Develop the principles of goal setting and of monitoring, mentoring and motivating patients and communities, in general.<br><br>4.2 Identify and analyze health problems and challenges and opportunities in their communities and formulate recommendations for courses of action. |

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|                                                                                                                                                                                                                                                                | 4.3 Apply the principles of organizational theory to the relationship between health care and health.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>5. Evaluate various components of the country's health care system (Botswana's healthcare system) in order to impact the delivery and quality of healthcare services.</p>  | <p>5.1 Assess basic components of Botswana healthcare system, including care delivery, finance, quality, and management challenges.</p> <p>5.2 Demonstrate the forces impacting health delivery systems and the effective management of health care administration.</p> <p>5.3 Analyse the fundamental characteristics, organizational structures of Botswana health system in relation to international standards and best practices.</p> <p>5.4 Apply principles, concepts, and theories of health science to improve healthcare quality, and to reduce health disparities.</p> |
| <p>6. Facilitate access to healthcare systems by identifying and mitigating against administrative and governance barriers to universal access to healthcare.</p>                                                                                              | <p>6.1 Identify the multiple determinants of health, health care, public health principles, and the core functions including the roles of NGOs, governing bodies, health providers and government.</p> <p>6.2 Analyse and evaluate multiple viewpoints and strategies regarding health science challenges.</p> <p>6.3 Describe the role and impact of health policies, including laws, regulation, and litigation on both individual and population health.</p>                                                                                                                   |

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| <p>7. Apply research methods and analytic strategies to ensure decisions about societal health are informed by current and relevant data.</p>                                                 | <p>7.1 Apply the scientific research design, program evaluation skills and principles of health services research.</p> <p>7.2 Apply both quantitative and qualitative health science methods to safeguard the population's health.</p> <p>7.3 Use appropriate data and information to assess the well-being of a society and describe the tenets of effective health science related based participatory research.</p>                                                                                                                                                                               |
| <p>8. Communicate health information effectively and appropriately to maintain cordial and mutually beneficial relations between healthcare consumers, providers and various stakeholder.</p> | <p>8.1 Communicate clearly and persuasively through interpersonal, organizational, and global channels, both orally and in writing.</p> <p>8.2 Communicate effectively and appropriately current health-related ideas, arguments, and conclusions to a wide range of audiences, from providers, patients, families, caregivers, communities via various public health campaigns and platforms.</p> <p>8.3 Utilize both traditional and latest technology media as individuals and members of inter-professional health committees and teams to create, share and promote health specific issues.</p> |

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| SECTION C                                                                   |                                             | QUALIFICATION STRUCTURE         |              |              |              |                                                     |
|-----------------------------------------------------------------------------|---------------------------------------------|---------------------------------|--------------|--------------|--------------|-----------------------------------------------------|
| COMPONENT                                                                   | TITLE                                       | Credits Per Relevant NCQF Level |              |              |              | Total<br>(Per Subject/<br>Course/ Module/<br>Units) |
|                                                                             |                                             | Level<br>[5]                    | Level<br>[6] | Level<br>[7] | Level<br>[8] |                                                     |
| <b>FUNDAMENTAL COMPONENT</b><br><i>Subjects/ Courses/<br/>Modules/Units</i> | Computer and its Essentials                 | 10                              | 10           | --           | --           | <b>20</b>                                           |
|                                                                             | Computer Applications in Health Sciences    | 10                              | --           | --           | --           | <b>10</b>                                           |
|                                                                             | Academic writing for STEM                   | --                              | 10           | --           | --           | <b>10</b>                                           |
|                                                                             | Elements of Statistics                      | --                              | 10           | --           | --           | <b>10</b>                                           |
|                                                                             |                                             |                                 |              |              |              |                                                     |
| <b>CORE COMPONENT</b><br><i>Subjects/Courses/<br/>Modules/Units</i>         | Introduction to Health Professions          | 10                              | --           | --           | --           | <b>10</b>                                           |
|                                                                             | Human Anatomy and Physiology                | 10                              | 10           | --           | --           | <b>20</b>                                           |
|                                                                             | General Biology                             | 10                              | 10           | --           | --           | <b>20</b>                                           |
|                                                                             | Health Database Management System           | --                              | 20           | --           | --           | <b>20</b>                                           |
|                                                                             | Principles of Chemistry                     | --                              | 10           | 10           | --           | <b>20</b>                                           |
|                                                                             | Health Care Quality: Tools and Applications | --                              | 20           | --           | --           | <b>20</b>                                           |
|                                                                             | Pathophysiology                             | --                              | 10           | 10           | --           | <b>20</b>                                           |

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| <br><b>BOTSWANA</b><br>Qualifications Authority | <b>BQA NCQF QUALIFICATION TEMPLATE</b> | Document No.   | DNCQF.QIDD.GD02 |
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|--|--------------------------------------|----|----|----|----|-----------|
|  | Microbiology in Health Sciences      | -- | 10 | -- | -- | <b>10</b> |
|  | Health Ethics                        | -- | 10 | -- | -- | <b>10</b> |
|  | Healthcare information Security      | -- | 10 | -- | -- | <b>10</b> |
|  | Research Methods                     | -- | 10 | -- | -- | <b>10</b> |
|  | Current Topics in Health Informatics | -- | -- | 10 | -- | <b>10</b> |
|  | Human Physiology                     | -- | -- | 10 | -- | <b>10</b> |
|  | Epidemiology of Infectious Disease   | -- | -- | 10 | -- | <b>10</b> |
|  | Introduction to Medical Terminology  | -- | -- | 10 | -- | <b>10</b> |
|  | Medical Statistics                   | -- | -- | 10 | -- | <b>10</b> |
|  | Data Analysis in the Health Sciences | -- | -- | 10 | -- | <b>10</b> |
|  | Medical Disaster Management          | -- | -- | 10 | -- | <b>10</b> |
|  | Principles of Human Disease          | -- | -- | 10 | -- | <b>10</b> |
|  | Infectious Diseases                  | -- | -- | 10 | -- | <b>10</b> |
|  | Medical Terminology                  | -- | -- | 10 | -- | <b>10</b> |
|  | Health and Safety Law                | -- | -- | 10 | -- | <b>10</b> |
|  | Health Economics                     | -- | -- | 10 | -- | <b>10</b> |

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|                                                                                           | Global Public Health                                | -- | -- | 10 | -- | <b>10</b> |
|                                                                                           | Cell Biology                                        | -- | -- | 10 | -- | <b>10</b> |
|                                                                                           | Health Informatics                                  | -- | -- | 10 | -- | <b>10</b> |
|                                                                                           | Research Project                                    | -- | -- | 10 | 20 | <b>30</b> |
|                                                                                           | Professional Practice                               | -- | -- | 40 | -- | <b>40</b> |
|                                                                                           | Entrepreneurship & Innovation                       | -- | -- | -- | 20 | <b>20</b> |
| <b>ELECTIVE/<br/>OPTIONAL<br/>COMPONENT</b><br><i>Subjects/Courses/<br/>Modules/Units</i> | Health science Management and Governance            | -- | 10 | -- | -- | <b>10</b> |
|                                                                                           | Operations Management and Quality Improvement       | -- | 10 | -- | -- | <b>10</b> |
|                                                                                           | Public Health Organizations, Management, and Policy | -- | 10 | -- | -- | <b>10</b> |
|                                                                                           | Control of Communicable Diseases                    | -- | -- | 10 | -- | <b>10</b> |
|                                                                                           | Histopathology of Body Systems                      | -- | -- | 10 | -- | <b>10</b> |
|                                                                                           | Topics in Human Genetics                            | -- | -- | 10 | -- | <b>10</b> |

| <b>SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL</b> |                     |
|-------------------------------------------------------------------------|---------------------|
| <b>TOTAL CREDITS PER NCQF LEVEL</b>                                     |                     |
| <b>NCQF Level</b>                                                       | <b>Credit Value</b> |
| <b>5</b>                                                                | <b>50</b>           |

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| <b>6</b>             | <b>160</b> |
| <b>7</b>             | <b>230</b> |
| <b>8</b>             | <b>40</b>  |
| <b>TOTAL CREDITS</b> | <b>480</b> |

#### **Rules of Combination:**

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

- The credit combination for this qualification is 40 credits from fundamental components, 420 credits from core components and 20 credits from elective components. (total: 480 Credits).
- Elective-1: 10 credits at level 6 and Elective-2: 10 credits at Level 7.
- A minimum of 480 credits must be achieved as follows:
  - All fundamental and core modules constituting 460 credits should be achieved.
  - A minimum of two electives (20 credits) must be selected.
  - All the modules should be achieved to be awarded a Full Qualification.

#### **ASSESSMENT ARRANGEMENTS**

This qualification is assessed and moderated as follows:

- The formative assessment contributes 50% towards the final grade.
- The summative assessment contributes 50% towards the final grade.

#### **MODERATION ARRANGEMENTS**

- Both internal and external moderation will be done in-line with the Moderation policy of the Institution.
- The assessment and moderations shall be done by registered and accredited assessors and moderators

#### **RECOGNITION OF PRIOR LEARNING**

|                                                                                   |                                        |                |                 |
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Candidates may apply for recognition of prior learning whether such learning has been gained through formal study, through workplace learning, or through any other formal or informal means. Any candidate applying for recognition of prior learning (RPL) or Credit Accumulation and Transfer (CAT) will be expected to provide evidence of such learning that must be relevant, sufficient, valid, verifiable, and authentic. Provision of RPL for award of the qualification will be in line with the National RPL Policy.

### **CREDIT ACCUMULATION AND TRANSFER**

A clear framework through which students can accumulate learning credits and transfer such credits toward appropriate qualifications helps to validate and recognize learning gained through formal and informal means, provides flexibility to students, and allows students to progress relatively seamlessly through their lifelong learning journey. Credit transfer Will be applied in line with National Credit Accumulation and Transfer (CAT) Policy.

### **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

#### **Learning Pathway**

##### **Vertical:**

Completion of a this qualification meets the requirement for admission to a Bachelor's Degree Honours, Post-Graduate Diploma or Post-Graduate Certificate (NCQF level 8) such as:

- Clinical Informatics
- Health Information Systems
- Public Policy and Environmental Advocacy
- Biostatistics and Epidemiology
- Biomedical Sciences.

##### **Horizontal Pathways**

Learners can take up other qualifications in this health sciences field focusing on professional areas including

- BSc in Health Science (Pharmacology)
- BSc in Health Science (Occupational Therapy)

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- BSc in Health Science (Physical Therapy)
- BSc in Health Science (Biomedical Informatics)
- BSc in Health Science (Health Information Systems)

#### **Employment Pathway:**

Graduates are hired by NGOs, relevant Government departments, Government public health drives/campaigns/schemes, healthcare institutes (hospitals, clinics, nursing homes, rehabilitation clinics etc)

#### **The qualification will produce graduates suitable for positions as:**

- Healthcare Policy Developer Expert.
- Community Health Worker.
- Healthcare Management Professional.
- Health and Environmental Consultant.
- Medical Researcher.
- Clinical Technologist.
- Fitness Specialist.
- Laboratory Technician.
- Healthcare Information Systems Technician

#### **QUALIFICATION AWARD AND CERTIFICATION**

Candidates who successfully complete 480 credits as according to the rules of combination will be awarded '**Bachelor of Science in Health Sciences**' and will be issued with a certificate authenticating the award.

#### **REGIONAL AND INTERNATIONAL COMPARABILITY**

The qualification has been compared with the following;

- University of West Florida, USA (**BSc General in Health Sciences**)

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- Long Island University, USA (**BSc in Health Sciences**)
- University of the People, USA (**BSc in Health Science**)

#### Similarities

The planned qualification is the same as that of the three International Universities in terms of the content, though in some cases the module names are different, they still carry the same meaning and learning outcomes.

The planned Qualification is also the same as that University of West Florida and University of the People qualifications in terms of the duration, they are all offered in four years full time.

Both the proposed and the qualifications from the University of the People offer internships.

#### Differences

The qualifications offered at the University of West Florida and Long Island University does not provide learners with internship as it is the case with this qualification and the one offered by the University of the People.

The other noted differences are seen in the number of credits that learners must complete in the qualifications. At Long Island University, a BSc in health sciences degree includes a total of 120 credit hours with major courses (17 courses – 58 credits plus required college core) and suggested electives (18-21 credits), While for the proposed qualification includes a total of 480 credit hours, the learners complete six modules of 10 credits per semester to make a total of 60 credits, with exception where students take some modules of 20 credits each.

The University of the People Qualification has five terms in its academic year, each ten weeks in length and students must complete all requirements for the qualification in no more than 50 terms of active enrolment, whilst for this qualification it will run for 4 years and for that reason, the weightings and credits are also different.

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Generally, the proposed qualification compares very well with the international qualifications it has been compared.

#### **REVIEW PERIOD**

5 Years.

