

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS															
QUALIFICATION DEVELOPER (S)			University of Botswana												
TITLE		Master of Science in Midwifery						NCQF LEVEL		9					
STRANDS (where applicable)		N/A													
FIELD		Health and Social Services						CREDIT VALUE		279					
SUB FIELD		Health Science													
New Qualification		✓		Legacy Qualification			N/A		Renewal Qualification			N/A			
									Registration Code			N/A			
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:

Botswana is faced with critical shortage of Master's prepared midwives. There are only eleven (11) registered midwifery specialists in Botswana and the majority of them are in teaching institutions, (Nurses and Midwifery Council of Botswana (NMCB, 2019). The state of the World's Midwifery reports (2014 & 2017), examined the global midwifery landscape in low and middle-income countries and called for an urgent investment in high quality prepared midwives who could contribute to the prevention and reduction of the high maternal and new-born morbidity and mortality ratios. Though, there has been a decline in the maternal mortality ratio from 156 in 2016, to the current estimation of 133.7 deaths per 100 000 live births (Central Statistics Office, 2019), the country still experiences high maternal mortality ratio compared to the targeted maternal mortality ratio of less than 70 /100000 live births by 2030 (MFDP, 2017). This situation calls for more Masters prepared midwives who could be placed in clinical areas to reduce the gap between service and education. Tertiary education must be made more responsive to the needs of the economy and to produce high-quality research which will address the social challenges and positively contribute towards the envisioned diversified economy (Botswana Education and Training Sector Strategic Plan (ETSSP, 2015-2020)

Graduate qualifications are designed to address research priorities and to contribute to the social and economic development of the country. To achieve this, it is critical to produce midwives prepared at master's level who are equipped with research skills. Research skills enable individuals to critically interrogate issues at a higher level and ultimately generate knowledge, add to the existing body of knowledge, and provide solutions to the existing problems surrounding midwifery practice and Sexual and Reproductive Health and Rights (SRH&R).

PURPOSE:

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

1. Analyse situations and interpret information that is presented to them to address midwifery problems.
2. Apply leadership roles in midwifery through promotion of clinical practice, education, health policy and research.
3. Deliver quality midwifery and Sexual and Reproductive Health and Rights services.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

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- a) A bachelor's degree, NCQF Level 7 in Midwifery
- b) Bachelor of Nursing Science with Post Graduate Diploma in Midwifery. Note that the candidate must possess an active Nursing and Midwifery Council of Botswana practicing certificate.
- c) Entry through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) is allowable through institutional policies in line with RPL and CAT policies.

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1.Demonstrate mastery of theories in Midwifery practice	1.1 Apply relevant theories to midwifery practice such as Family developmental theory to evaluate the different development needs of mothers, new-borns and the family. 1.2 Apply relevant theoretical knowledge to clinical midwifery practice. 1.3 Demonstrate cultural competence in the provision of midwifery services to promote healthy family life, planned pregnancies and positive parenting. 1.4 Manage reproductive health concerns of women and men across the lifespan including post abortion care and counselling, infertility, reproductive cancers, sexually transmitted infections etc.

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	1.5 Provide collaborative care and make appropriate referrals.
2. Critically evaluate research findings and discussions in relevant literature related to Midwifery	2.1 Analyse literature and utilize the findings in midwifery practice. 2.2 Utilize relevant and current literature develop and to review practice procedures and guidelines. 2.3 Evaluate the usefulness of the procedures and guidelines
3. Apply relevant professional, ethical and legal principles in Midwifery practice	3.1 Apply professional, ethical, and legal principles during provision of midwifery care. 3.2 Implement nursing interventions in accordance with recognized standards of practice and legal frameworks applicable to Botswana. 3.3 Adhere to nursing professional code of ethics and conduct in midwifery education, practice, and research. 3.4 Apply fundamental ethical principles for the protection of human subjects in diverse cultural settings
4. Provide evidence-based practice in Midwifery	4.1 Identify good practices regionally and internationally and incorporate them to improve midwifery practice 4.2 Utilize midwifery processes to evaluate client outcomes, to monitor trends in clinical data, and to modify or design new interventions. 4.3 Develop evidence-based midwifery protocols, policies and interventions relevant to women and neonate and procedures care and public policies relevant to women and neonates 4.4 Promote and maintain safe and therapeutic environment for women and neonates based on evidence

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5. Apply new knowledge and skills to abstract situations in Midwifery practice	5.1 Conduct comprehensive assessment of mothers, new-borns, families and communities to determine their needs for specialized midwifery services. 5.2 Apply principles of primary health care, family nursing and the self-care perspective to ensure holistic midwifery health care for individuals, families and communities. 5.3 Provide multi-culturally sensitive midwifery health care to families, individuals, and communities in a rapidly changing society
6. Engage in rigorous intellectual Analysis and problem-solving in Midwifery.	6.1 Involve communities in the identification of their health needs. 6.2 Use clinical reasoning for ambiguous and uncertain clinical presentations, in the design and delivery of midwifery care. 6.3 Design midwifery care that responds to the needs of women and neonates with complex cultural issues and potentially conflicting cultural needs and preferences 6.4 Demonstrate leadership in collaborative teams to improve midwifery health care outcomes. 6.5 Benchmark best nationally, regional, and international professional practices in midwifery
7. Communicate effectively using current technologies with multidisciplinary teams and stakeholders involved in Midwifery practice	7.1 Communicate, collaborate, and consult with other health professionals to manage and coordinate midwifery health care. 7.2 Demonstrate effective interpersonal communication in the provision of midwifery care.

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	7.3 Collaborate with alternative health care delivery systems in the provision of midwifery care to families and communities. 7.4 Demonstrate effective inter-professional communication in the provision of care
8. Demonstrate self-directedness and Autonomy in provision of Midwifery care	8.1 contribute significantly in designing standards, interventions, methods, quality assurance tools, and performance measures, related to midwifery 8.2 Applies and integrate broad, organizational, client-centred, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based midwifery care. 8.3 Demonstrate the core competencies of i) patient-centred care, ii) inter-professional collaboration, iii) evidence-based practice, iv) quality improvement, and v) utilization of informatics ideal for midwifery. 8.4 Apply emerging ideas into action through creativity, innovation, risk taking, and seizing opportunities. 8.5 Plan and manage project that promote the health of women and neonates. 8.6 Develop appropriate networking strategy.
9. Utilize appropriate technology to enhance proficiency and quality in Midwifery practice	9.1 Utilize appropriate emerging technology, methods in the provision of midwifery care. 9.2 Participate in the conduct of health care research utilizing appropriate technology. 9.3 Use communication technologies to integrate and coordinate midwifery care.

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	9.4 Analyse and improve midwifery care outcomes through the use of data management technologies. 9.5 Evaluate when the use of sophisticated health care technology is appropriate for diagnostic, educational, and therapeutic interventions. 9.6 Utilize computerized health information systems in health education, practice, administration, and research. 9.7 Design and implement education programs for cohorts of patients, students or other healthcare providers using information and communication technologies. 9.8 Participate in the conduct of health care research, utilizing appropriate technologies
10. Apply entrepreneurial skills in the delivery of Midwifery services	10.1 Demonstrate entrepreneurial skills in the provision of midwifery care. 10.2 Identify areas of possible entrepreneurial activities for midwives 10.3 Lead the development of comprehensive health financing policies. 10.4 Lead the development of norms, standards and procedures for implementation of entrepreneurial activities through projects

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SECTION C	QUALIFICATION STRUCTURE		
	TITLE		

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COMPONENT		Credits Per Relevant NCQF Level			Total Credits
		Level [9]	Level []	Level []	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Theoretical Foundations of Nursing	12			12
	Medical Statistics	15			15
CORE COMPONENT Subjects/Courses/ Modules/Units	Sexual and Reproductive Health & rights-Theory	12			12
	Sexual and Reproductive Health & rights-Practice	12			12
	Human Embryology and foetal Development	12			12
	Antepartum Care-Theory	12			12
	Antepartum Care-Practice	12			12

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	Intrapartum Care-Theory	12			12
	Intrapartum Care-Practice	12			12
	Neonatal Care-theory	12			12
	Neonatal Care-Practice	12			12
	Postpartum Care-Theory	12			12
	Postpartum Care-Practice	12			12
	Internship in Midwifery	16			16
	Research Methods in Nursing	12			12
	Dissertation	80			80
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level []	

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Electives/ Optional Component <i>(select one from this menu)</i>	Principles of Teaching and learning in Midwifery	12			12
	Health Policy and Health Service Management	12			12
	Gender and Health	12			12
	Behaviour in Organisations	12			12

BOTSWANA
Qualifications Authority

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
Level 9	279
TOTAL CREDITS	279

Rules of Combination:

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

The qualification structure is worth a total of 279 credits of which;

fundamental (27 credits)

Core (240 credits)

Electives (12)

The students are expected to pass all the components as structured to be awarded a qualification. The student shall choose one of the listed electives courses in the course menu. Successful completion of the programme will qualify the graduate to be registered as Midwifery specialist.

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ASSESSMENT ARRANGEMENTS

Assessment

All assessments will be done for theory and practice using formative and summative assessment.

- **Formative assessment:** weighting of 60%
- **Summative assessment:** weighting of 40%

Assessment will be carried out by BQA or other relevant bodies, registrable and accreditable assessors.

MODERATION ARRANGEMENTS

Moderation

- There shall be internal and external moderation undertaken by qualified personnel in line with national and institutional assessment and moderation policies.
- Moderators shall all be registrable and accreditable with BQA or other relevant bodies.

RECOGNITION OF PRIOR LEARNING

Recognition of prior learning will be considered on individual basis at application.

CREDIT ACCUMULATION AND TRANSFER

Credit accumulation and transfer will be considered on an individual basis. Transfer of credits by learners from another recognized university or equivalent institution of higher education may be considered using national and institutional policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

Vertical Learning Pathways (qualifications to which the holder may progress to):

- a) Doctor of Philosophy in Midwifery (PhD)

- b) Doctor of Midwifery Practice (DMP)

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

- a) Masters in Midwifery Education and Administration
- b) Masters in Neonatal Health Sciences
- c) Master of Science in Woman's Health
- d) Master of Science in Family Planning
- e) Master of Science in Perinatal Care
- f) Master of Science in Maternal and Health Care

Employment Pathways

- a) Registered midwifery clinician specialist
- b) Midwifery Consultant
- c) Advisor in midwifery practice, education, research and policy

QUALIFICATION AWARD AND CERTIFICATION

To be awarded Master of Science in Midwifery, a candidate must complete a total of 279 credits, and complete all work inclusive of research project as specified in the program within the stipulated period. Upon successful completion of the programme, a student shall be awarded a certificate of Master of Science in Midwifery.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

The Master of Science in Midwifery qualification has been benchmarked on two (2) regional qualifications and two (2) international qualifications on the following aspects.

1. Qualification title:

- **Similarities:** All qualifications have a component of Midwifery although some include Nursing and Midwifery, or Midwifery and Neonatal Nursing

a) Differences:

The title for the developed Master of Science in Midwifery (MSc Midwifery) differs with the titles in other benchmark universities as follows:

- The Master of Science in Nursing (MSN)-Nurse Midwifery offered by the University of Pennsylvania, is still embedded as a specialty of nursing based on the historical status of midwifery as an extension of nursing and undertaken by nurses.
- The Master of Midwifery offered by the University of South Australia does not include the Science aspect of Midwifery.
- The Master of Nursing Science in Midwifery and Neonatal Nursing offered by the University of Johannesburg espouses both Midwifery and Neonatal Nursing as one qualification. Our developed qualification recognizes the mother-baby dyad as both critical components of Midwifery equally rather than separate entities.
- The MCur in Advanced Midwifery offered at Nelson Mandela University (South Africa) is also different and it follows the direct entry path from undergraduate to graduate education in a vertical progression. This means one has to begin at undergraduate and then progress to masters.

2. NCQF level:

- **Similarities:** The developed MSc. Midwifery qualification has the same NCQF level with all 4 qualifications (level 9) compared to.
- **Differences:** The Nelson Mandela MCur in Advanced Midwifery is continuous from undergraduate to post graduate in a period of 4 years.

3. Credit value:

Similarities: There is not enough information among other universities to indicate similarities in credit value.

Differences: The Master of Midwifery offered at the University of South Australia only provides the duration of the program, which is 1.5 to 2 years

- Variations of course duration are only related to recognition of prior learning. Credit value for University of Johannesburg is 180, whereas Nelson Mandela University has 507 because it includes both undergraduate and graduate levels in one qualification.
- University of South Australia and Pennsylvania do not specify credit values.

4. Main exit outcomes (knowledge, skills, and attitude to be exhibited upon completion of the program) key

Similarities: The qualification, Master of Science in Nursing (MSN)-Nurse Midwifery of the University of Pennsylvania is similar to the proposed qualification by emphasizing family centred aspect of midwifery.

- The exit outcomes at level 9 studies are similar across all the universities.
- The graduate must possess specialized knowledge and skills required to provide comprehensive care for women and their new-born babies
- Independently conduct research to investigate maternal-new-born health to inform midwifery practice, education and policy
- Demonstrate advanced integrated cognitive, technical and communication skills.
- Provide solutions to complex problems
- Demonstrate autonomy, well developed judgement, adaptability and responsibility for midwifery practice.

Differences: The qualifications for the MCur in Advanced Midwifery at Nelson Mandela University in South Africa and Master of Midwifery at the University of South Australia do not include the family centered care associated with Midwifery practice.

- The Master of Science in Nursing (MSN)-Nurse Midwifery at the University of Pennsylvania, the MCur in Advanced Midwifery at Nelson Mandela, and Master of Nursing Science in Midwifery and Neonatal Nursing at the University of Johannesburg, still lay emphasis of midwifery as a specialised field of nursing.
- These qualifications also make reference to midwifery as advanced practice, but without defining what advanced practice entails.

5. Domains/modules/subjects covered (fundamentals, core and electives)

Similarities:

- Midwifery theory includes: Advanced physiology and pathophysiology, Midwifery theoretical courses, clinical work placement, Primary Health Care, Challenges in Midwifery Practice, and Research Core,
- Some elective modules in management, leadership and education

Differences:

- The qualification of Master of Science in Nursing (MSN)-Nurse Midwifery University of Pennsylvania, has a component of home births experiences, which is not part of our proposed qualification. In our setting, 98% of women deliver in health facilities under the supervision and care by skilled midwives, but very few may deliver outside a health care setting before arrival of a midwife who is called out for the emergency.
- The MCur in Advanced Midwifery at Nelson Mandela begins with basic nursing content before the midwifery component, which differs from our proposed Master of Science in Midwifery qualification, which does not necessarily require basic nursing but rather emphasizes basic midwifery qualification.
- The Midwifery and Neonatal Nursing qualification at the University of Johannesburg has 50% course work with theory and practice, and a minor dissertation of 50%, which seems to have equal emphasis on the two components. The proposed Master of Science in Midwifery has emphasis on Midwifery competencies while recognising and paying some substantial attention to research and the dissertation.

6. Assessment standards and weightings,

Similarities: assessment strategies are similar and include: interviews (history taking), case studies, tests, assignments, presentations, demonstrations, clinical and simulated assessments, audits, and competency-based assessments, critical analysis of practical scenarios, portfolios, research proposals and thesis.

Differences: No notable differences across all universities of comparison

7. Qualification rules and minimum standards for the award of the qualification.

Similarities: All regulatory bodies (Nursing and Midwifery Councils/Boards) require registration as Midwives upon completion of all requirements including theory, practice attachments and research thesis/dissertation. In Botswana the Nursing and Midwifery Council regulates both nursing and midwifery education, endorses all qualifications and learning programs, and conduct audits to ensure compliance with training guidelines.

Differences: For some regulatory bodies, graduates register as nurse-midwives, whereas in our setting, graduates register for both qualifications separately (i.e. there is a register for

nurses, and one for midwives). University of Johannesburg specifies the number of modules to have been completed (e.g. 6 modules, clinical assessment and research dissertation and passed both theory and practice. Although other universities not necessarily specify, the expectation is that all course requirements must be fulfilled before graduation.

8. Education and employment pathways.

The graduates will work in the following areas;

Similarities:

- Hospitals, women's health services, community settings, policy, leadership, educational and research institutions, private and public health institutions and other industries that require the services of a midwife.

Differences:

- Different from our proposed qualification, the University of Pennsylvania graduates can work as homebirth practitioners, can be directors of practice in private birth centres, which are not available in Botswana. The midwives in Botswana practice at all levels of the primary Health Care system.

In summary the proposed qualification articulates well with other similar qualifications in the region and internationally.

REVIEW PERIOD

The qualification will be reviewed after five (5) years

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For Official Use Only:

CODE (ID)			
REGISTRATION STATUS	BQA DECISION NO.	REGISTRATION START DATE	REGISTRATION END DATE
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	

BOTSWANA
Qualifications Authority