
	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.P02.GD01
		Issue No.	01
		Effective Date	27.01.2021

SECTION A: QUALIFICATION DETAILS													
QUALIFICATION DEVELOPER (S)		Boitekanelo College											
TITLE	Certificate V in Healthcare Assistance										NCQF LEVEL	5	
FIELD	Health and Social Services			SUB-FIELD		Health-Care Assistance				CREDIT VALUE	127		
New Qualification				✓		Review of Existing Qualification							
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

Globally there is an increase in disease burden and there is shortage of skilled health human resource required for provision of quality patient care. There is notable increase in patient staff ratio as well as limited number in the required professionals in delivery of health care to the society. Botswana for some time has been facing serious challenges in health care provision due to the events following HIV/AIDS and of recent, the COVID outbreak.

Onyatseng & Sinha, 2012 reported that it is increased workload for Botswana healthcare workers, rather than low wages that results in resignations—and these small numbers are inadequate to meet the health needs of the population. With the epidemic nature of HIV/AIDS in sub-Saharan Africa, there has been an increased loss of nurses due to illness and loss of nurses who as females, provide care to their own families that has been affected or afflicted by AIDS. In addition to this there was also migration of nurses and underfunding of the health sector. Following all the above situations, there has been an overwhelming increase in the workload of those nurses who continue within the profession. Botswana is also experiencing nursing related problems to areas that are in high demand. Therefore, Health Care Assistance (HCA) staff is needed to fill the gap in the nursing related care activities. HRDC 2016, MoH 2010 reports indicated the need for Health Care Assistants

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on their priority occupation in demand for Botswana to meet the staffing needs for the new service model of Health. Health Care Assistants help reduce the burden as they take care of minor procedures in different healthcare settings.

Health Care Assistants (HCAs) are front-line care providers who provide personal care assistance and services in a variety of health care settings such as hospitals, family care and hospice.


The purpose of this qualification is to produce health care assistants who have broad range of practical skills knowledge and competence to:

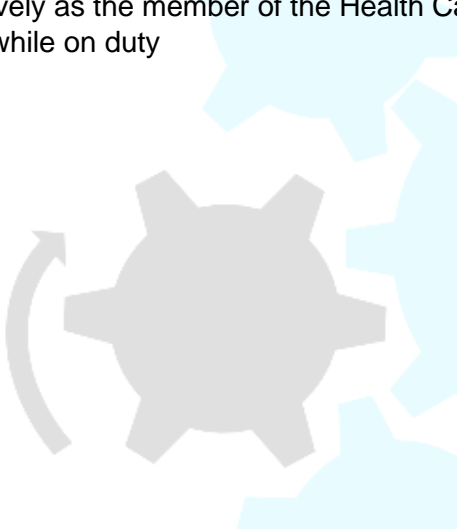
- Provide personal care to clients and promote patient/client independence in a variety of settings such as hospitals, family care and hospice under supervision of different health professionals in accordance with established codes of practice
- Function effectively within any healthcare team
- Demonstrate compliance to legal and ethical rules in the healthcare system


ENTRY REQUIREMENTS (including access and inclusion)

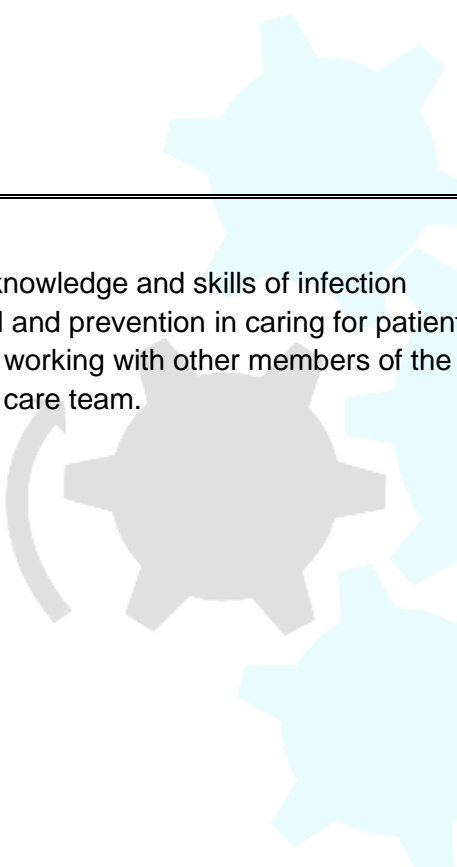
MINIMUM REQUIREMENTS


- Certificate IV NCQF Level 4 or equivalent.
- RPL and CAT will be considered for entry.

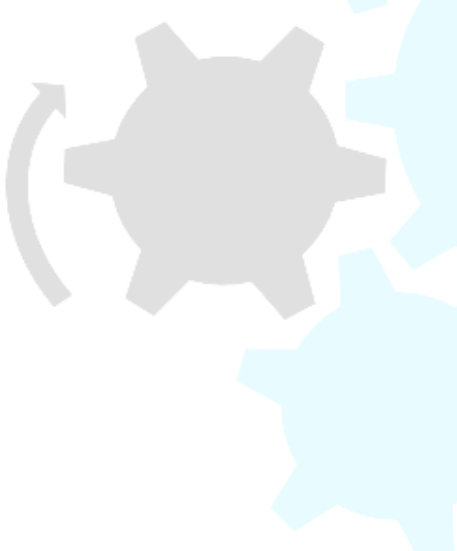
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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>3. 1. Apply a broad knowledge of operating effectively as the member of the Health Care team while on duty</p> 	<p>3.1.1. Demonstrate the role and function of the Health Care Assistant within the health care team in a variety of health care settings</p> <p>3.1.2. Exhibit the ability to handle delegated duties when multi-tasking and prioritizing of work activities to achieve efficiency</p> <p>3.1.3. Comply to the chain of command in the organization of the health care setting</p> <p>3.1.4. Demonstrate effective interpersonal skills, conflict management capabilities when working with the health care team</p>
<p>3.2. Demonstrate skills on communication when assisting clients and when with other health care team members</p>	<p>3.2.1. Apply a respectful communication in accordance with the clients/ patients' different demographic backgrounds for optimum and effective communication</p> <p>3.2.2 Devise effective communication skills with supervisor and other health professionals</p> <p>3.2.3. Document observations using clear and appropriate terms that are specific to the work environment</p>


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 <p>3.3 Apply knowledge and skills of infection control and prevention in caring for patients and in working with other members of the health care team.</p>	<p>3.2.4. Report observations, measurements, and clients' conditional changes to supervisors according to laid down procedures.</p>
	<p>3.3.1. Demonstrate knowledge on protecting clients and health care team members against infections and diseases</p> <p>3.3.2. Perform basic cleaning and disinfection of equipment and the environment</p> <p>3.3.3. Apply standard infection control practices during provision of quality care</p> <p>3.3.4. Demonstrate hand washing techniques</p> <p>3.3.5. Devise correct isolation and safety techniques when caring for patients.</p> <p>3.3. 6. Apply knowledge on proper use personal protective equipment (PPE) while caring for patients</p> <p>3.3.7. Demonstrates acceptable personal hygiene and display appropriate dress practices</p> <p>3.3.8. Demonstrate knowledge on waste management procedure and policies</p>

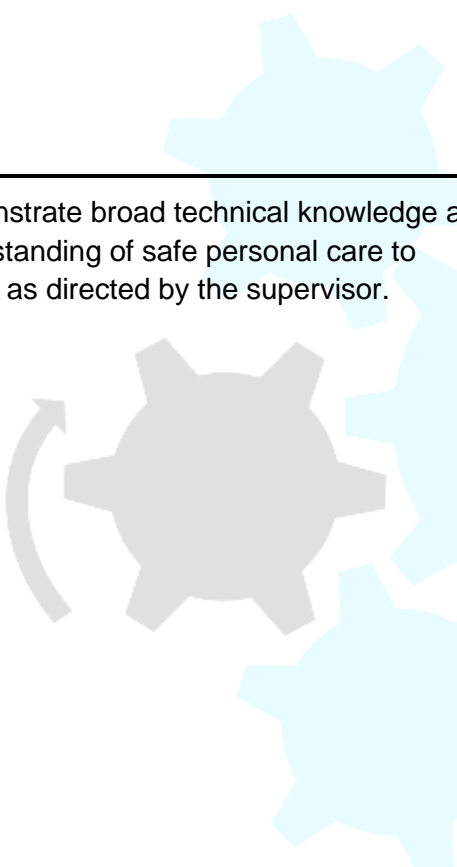
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	3.3.9. Implement Occupational Health and safety procedures in the health care settings
3.4. Implement delegated care planned for the clients in a safe environment 	3.4.1. Provide the patients with a safe, clean and comfortable living environment 3.4.2. Identify and report unsafe conditions 3.4.3 Demonstrate skills of sorting soiled linen for laundry 3.4.4. Apply preparation of safe environment skills in planning for admissions, transfers, or discharges. 3.4.6. Exhibit knowledge on promoting patients' comfort, convenience, and safety throughout hospitalization
3.5. Execute basic emergency and safety procedures to clients using appropriate methods and techniques	3.5.1. Exhibit knowledge of using proper body mechanics in delivery of care 3.5.2. Demonstrate proper use of safety devices and equipment in emergency cases. 3.5.3. Exhibit skills and proper techniques in management of foreign body and airway obstruction

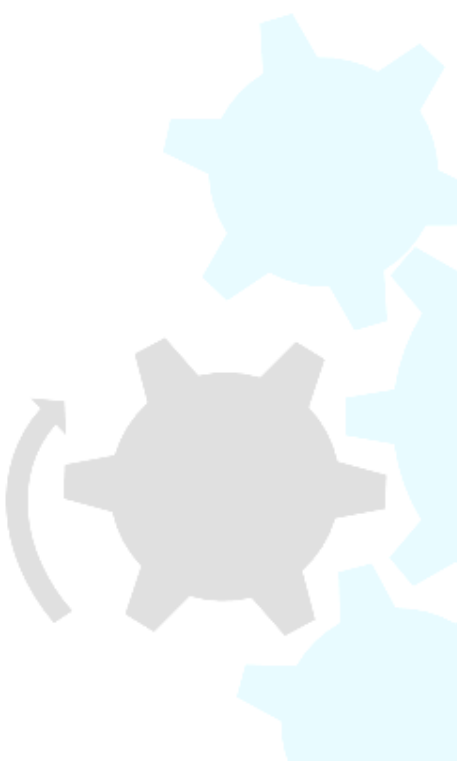
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	<p>3.5.4. Use knowledge of triaging to report emergency accurately in any clinical set up</p> <p>3.5.5. Follow disaster procedures as per facility procedures</p> <p>3.5.6. Identify and report potential fire hazards</p>
	<p>3.6. Demonstrate understanding of patient confidentiality of patients' medical information and record in accordance with the regulations and code of practice.</p> <p>3.6.1. Provide privacy and maintain confidentiality during patient care.</p> <p>3.6. 2.Promotes the client's right to make personal choices to accommodate individual needs.</p> <p>3.6.3. Maintains care and security of client's personal possessions during hospitalization</p>
	<p>3.7. Demonstrate broad knowledge on basic nutrition to prevent lifestyle disease and promote lifestyle changes</p> <p>3.7.1. Apply general principles of nutrition when feeding patients</p> <p>3.7.2. Demonstrate knowledge and understanding of modified diets when assisting patients with different dietary needs</p> <p>3.7.3. Manage to follow instructions when serving food to different clients.</p>


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	<p>3.7.4 Monitor and report patients'/clients meals intake and output to the supervisor</p> <p>3.7.5. Practice feeding and positioning methods to prevent aspirations</p>
	<p>3.8. Demonstrate broad technical knowledge and understanding of safe personal care to clients as directed by the supervisor.</p> <p>3.8.1. Perform basic care skills accurately to clients with different health needs.</p> <p>3.8.2. Utilize proper safety measures when providing personal care to patients.</p> <p>3.8.3. Demonstrate proper bed making for hospitalized clients with different medical and surgical needs.</p> <p>3.8.4. Provide for patients'/clients' privacy when providing personal care</p> <p>3.8.5. Assist the client/patient with activities of daily living: grooming, feeding, toileting, hair care, and mouth care to all patients confined to bed</p> <p>3.8.6. Observe the condition of the skin and reports changes to the supervisor or the registered nurse</p> <p>3.8.7. Demonstrate measures to prevent pressure ulcers e.g., turning, position change and use of special devices on pressure areas to all bed ridden clients</p>

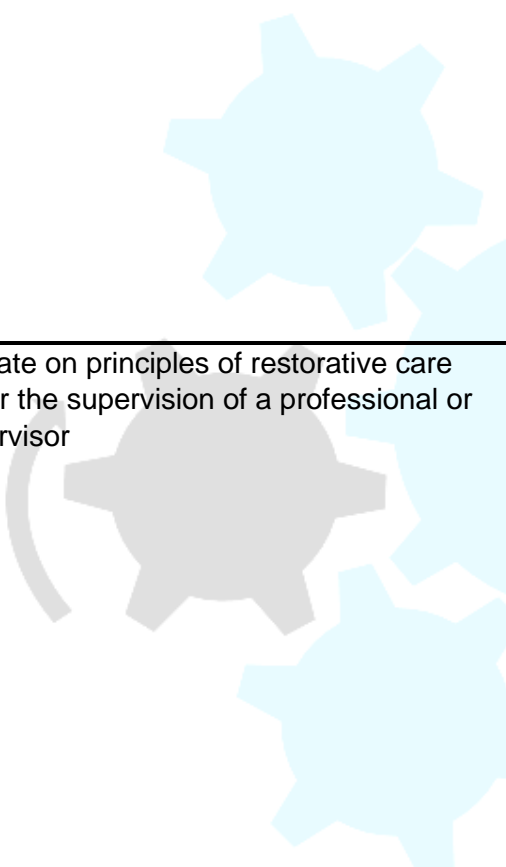
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	<p>3.8.8. Exhibit skills to accurately measure, record and report changes in patient's normal function to the supervisor or professional nurse.</p> <p>3.8.9. Assist the registered nurses with their daily patient observation such as vital signs and assisting with positioning and turning of patients</p> <p>3.8.10. Perform simple sterile dressing to clients with minor injuries</p> <p>3.8.11. Demonstrate skills of caring to patients with altered elimination patterns: empty a colostomy bag and cleans the stoma, and applies an incontinence nappy</p>
	<p>3.9. Demonstrate knowledge and understanding of blood borne diseases, including HIV/AIDS when assisting patients, to manage the spread of infections.</p> <p>3.9.1. Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients</p> <p>3.9.2. Comply to the legal aspects of HIV/AIDS, including testing</p> <p>3.9.3. Assist and refer pregnant women for PMTCT programme</p> <p>3.9.4. Provide Adherence counselling</p>

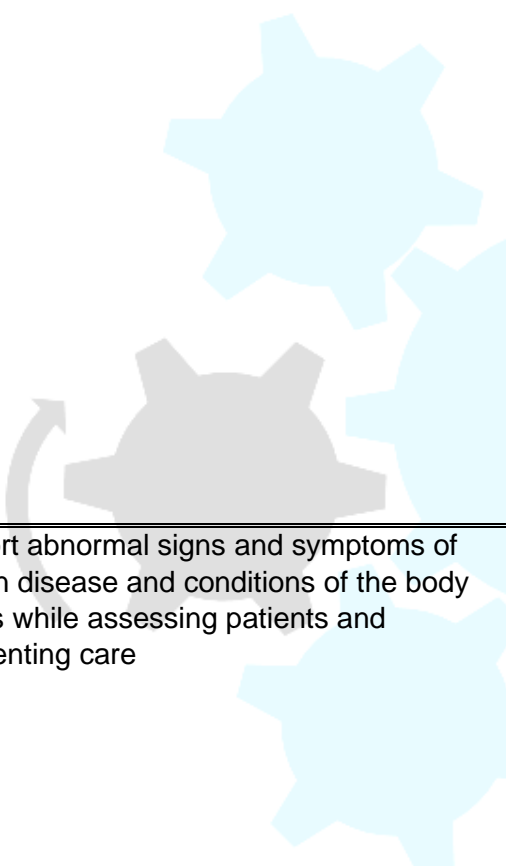
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	3.9.5 Provide health education on sexuality and safer sex
3.10. Relate with the legal and Ethical rules and responsibilities of a Health Care Assistant during delivery of care 	3.10.1. Demonstrate the ethical and legal responsibilities during care of clients 3.10.2. Adhere to the policies and procedures of clinical sites. 3.10.3. Maintain and protect client/patients' rights 3.10.4 Comply with privacy and confidentiality laws pertaining to health care 3.10.5 Demonstrate behaviors consistent with professional work ethics during patient care 3.10.6. Exhibit behavior in support and promotion of clients'/patients' rights 3.10.7. Demonstrate behaviors that maintain and respect clients'/patients' rights and promote independence
3.11. Apply understanding of wellness and disease concepts when health educating clients on healthy lifestyle.	3.11.1 Health educate on strategies and interventions necessary for a healthy lifestyle. 3.11.2. Develop a teaching plan for a client with a concerns on health promotion and health prevention 3.11.3. Teach health promotion and health prevention strategies to clients under supervision of professional or supervisor 3.11.4. Evaluate the effectiveness of implementing a healthy lifestyle for a client.
3.12. Demonstrate care to clients and their clients when caring for dying patients.	


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	<p>3.12.1. Demonstrate skills on consideration of different cultural and religious background in caring for dying clients.</p> <p>3.12.2. Exhibit knowledge on supporting dying clients and their families at each stage of death and dying by Elizabeth Kubler-Ross</p> <p>3.12.3. Provide comfort, safety, and dignity of each patient.</p> <p>3.12.4. Demonstrate post-mortem care</p>
	<p>3.13. Operate on principles of restorative care under the supervision of a professional or supervisor</p> <p>3.13.1 Assist the patients with activities of daily living and support patient participation in the care during ambulation, transfer and dressing</p> <p>3.13.2. Demonstrate proper use of assistive devices during ambulation and transfer.</p> <p>3.13.3. Assist clients with active range of motion and exercises as directed by the supervisor</p> <p>3.13.4. Promote proper use of body mechanics for clients in bed, chair and during ambulation.</p> <p>3.13.5. Demonstrate proper way of positioning and turning patients</p> <p>3.13. 6. Utilize several measures to prevent skin breakdown that maybe caused by improper use of assistive devices</p>
<p>3.14. Execute appropriate care of the cognitively impaired patients when assisting patients in need of emotional support</p>	<p>3.14.1. Apply appropriate techniques for dealing with angry or upset patients and families</p> <p>3.14.2 Demonstrate effective listening skills when clients communicate their concerns</p> <p>3.14.3. Provide for patients to express their personal spiritual needs and maintain their religious practices</p>

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	<p>3.14.5. Utilize family as a source of emotional support</p> <p>3.14.6. Demonstrate intervention strategies that promote wellbeing of patients with visual and hearing impairment</p> <p>3.1.7. Assist clients with physical and psychological signs of stress</p> <p>3.6.4. Utilize abuse prevention strategies in response to abusive behavior directed toward Health care assistants by clients and families</p> <p>3.6.5 Demonstrate care of the sensory challenged patients with activities of daily living</p>
	<p>3.15. Report abnormal signs and symptoms of common disease and conditions of the body systems while assessing patients and implementing care</p> <p>3.15.1. Report common conditions or a change in normal functioning of the system</p> <p>3.15.2. Report excessive thirst, frequent urination, change in urine output and color, excessive sweating, headache and any change in the normal function of the patient.</p> <p>3.15.3. Report frequent urination, burning or painful urination change in color of urine, blood or sediments in urine and strong odor</p> <p>3.15.4. Report shortness of breath, chest pains, bluish discoloration of membranes to the lips, indigestion sweating, change in vital signs</p> <p>3.15.5. Support patients with dizziness, changes in vision such as seeing double, change in blood pressure, numbness in any part of the body, inability to move any limbs, loss of balance, slurred speech</p>

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	3.15.6. Report skin breakdown, discoloration (such as redness, or black and blue areas), rash, itching or change in patients' skin condition
	3.15.7. Report nausea, vomiting, pain, inability to swallow, bowel movement changes such as color, diarrhea or constipation)
	3.15.8. Report bleeding, pain discharge and itching and difficulty in passing urine
	3.15.9. Report complaints of pain, swelling or redness of joints
	3.15.10. Report any drainage, inflammation or discoloration of the eyes or ears
	3.15.11. Demonstrate knowledge in common diseases and conditions based on the current health problems of population served such as reproductive organ cancers and lifestyle diseases
	3.15.12. Demonstrate knowledge on signs and symptoms of gender based violence such as possible psychological, physical and sexual abuse and neglect
	3.15.13. Apply fundamental knowledge of anatomy and physiology in the delivery of care to patients


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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level []	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Communication Study Skills	4			5
	Basic Computer Application	5			5
	Introduction to Anatomy & Physiology	5			5
	Health Law & Ethics	4			5
	Health Education & Promotion	5			5
	Nutrition Basics	4			5
	Phlebotomy				10
	Total credits Fundamental component				40
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Introduction to Basic Care Skills	5			10
	Infection Prevention & Control	5			7
	Health Care Fundamentals	4			5
	Sexual Reproductive Health	5			5


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	Work-integrated learning PRACTICUM (480 Hours/ 12 weeks)	5			60
	Total Credits Core component				87
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>	No electives/ Optional Components	0	0		

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
4	20
5	107
TOTAL CREDITS	127
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<p>The proposed certificate V in Health Care Assistance represents all outcomes for the fundamental and all outcomes from the core component making up to 129 credits</p>	

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ASSESSMENT ARRANGEMENTS

Assessment: Formative and summative assessment contributing 50% each.

MODERATION ARRANGEMENTS

Moderation: Moderation will be conducted internally and externally as per the institutional and BQA requirements.

RECOGNITION OF PRIOR LEARNING

- There shall be a provision for Recognition of Prior Learning (RPL) for the award of the qualification.
- This shall be done in line with the institutional policy and National RPL Policy.

CREDIT ACCUMULATION AND TRANSFER

There shall be provision for Credit Accumulation and Transfer (CAT) for the award of the qualification. This shall be done in line with the institutional policy and National CAT Policy

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Employment:

- Home health aides
- Personal care assistants,
- Health Care Assistants and Orderlies,
- Elderly aides


Learning pathways

Horizontal Articulation

- Certificate in Phlebotomy
- Certificate in Dental Assistance
- Plaster Technology
- Health Education Assistants

Vertical Articulation

- Diploma in Health Care
- Diploma in Health Education

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QUALIFICATION AWARD AND CERTIFICATION

To be awarded the qualification of Certificate in Healthcare Assistance, candidates should meet all prescribed requirements, including **127 credits** comprising of fundamental and core modules.

Certification:


On successful attainment of the qualification, candidates will be awarded a certificate and a transcript.

REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification compares with the following:

- 9.1. **NIDO Health Care Academy** in South Africa offers certificate in Auxiliary nursing worth 115 credits which produces candidates with competence to participate in the implementation of basic nursing care. In addition, the programme gives learners opportunities to demonstrate understanding of appropriate methods of interacting sensitively and professionally with people with diverse backgrounds.
- 9.2. **Allegany College** of Maryland (USA) offers a certificate in nursing assistant with 16 credits and it aims to produce graduate who can demonstrate good communication and professionally communicate to patients, co-workers and therapeutically with patients. The graduates will also demonstrate knowledge of caring for clients in a safe and caring environment utilizing professional standards.
- 9.3. Other qualifications offered in countries such as New Zealand and United States of America generally emphasize development of competencies in the provision of patient centered care under direction and delegation of a health professional and demonstrate knowledge of caring for patients in a health care environment

Although the qualifications examined generally follow similar structures and standards, there are differences, though not significant, in that the training internationally seem shorter and the credit load also is lower due to the credit system that is different from the current one used in Botswana and South Africa.

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As noted above this qualification generally compares well with all the qualifications studied since the exit outcomes cover similar scope and depth and are aligned to exit-level descriptors typical of this level and type of qualification as done within the region and beyond as well as competencies required for registration and accreditation with professional bodies such as Idaho and Nevada Nursing Boards in the United States and South African Nursing Council in South Africa, Learners from other countries will be eligible for registration and accreditation with the regulatory bodies. In addition, the other programs benchmarked gives their learners more technical skills such as provision of medications to clients who may not be able to care for themselves as well as skills in palliative care. They are also preparing their learners for articulation into higher level programs within the health sector. However, what sets us apart from the qualifications examined, is that there is provision for development of attributes such as skills related HIV/AIDS care, sexual reproductive health, PMTCT and Electrocardiography (ECG) which are critical to address the current health service model for the country.

It is also worth noting that the qualification was also compared with a Diploma qualification offered by Vancouver Career College in Canada this was meant to check an align for easier progression into diploma. Allegany College of Maryland also offers a short course that is done in a semester and the idea again was to check if they will be easier progression into this qualification from lower qualification. It was noted that progression to higher qualification and that from lower qualifications to this one will be easier.

REVIEW PERIOD

5 years