

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

| QUALIFICATION SPECIFICATION | | | | | | | SECTION A |
|---|---------------------------------|--|----------------------------------|---------|-------------------|------------------|-----------|
| QUALIFICATION DEVELOPER | BA ISAGO UNIVERSITY | | | | | | |
| TITLE | Bachelor of Arts in Counselling | | | | NCQF LEVEL | 7 | |
| FIELD | Health and Social Services | | SUB-FIELD | | Counselling | | |
| New qualification | ✓ | | Review of existing qualification | | | | |
| SUB-FRAMEWORK | General Education | | | TVET | | Higher Education | ✓ |
| QUALIFICATION TYPE | Certificate | | | Diploma | | Bachelor | ✓ |
| | Bachelor Honours | | | Master | | Doctor | |
| CREDIT VALUE | 526 | | | | | | |
| RATIONALE AND PURPOSE OF THE QUALIFICATION | | | | | | | |
| <p>Since independence, quality, accessible and equitable education has been the key indicators for the development of human resources in Botswana. This has been noted through a number of policy documents aimed at establishing and reforming the education system such as the Education for Kagisano (1977) and the Revised National Policy on Education (1994). These policies, considered guidance and counselling as an integral part of the education system. In addition, a policy document titled Guidance and Counselling Policy Guidelines (1996) was developed to guide the Implementation of the guidance and counselling programme in the education system. The policy guidelines were a follow-up on calls made by various stakeholders who recognized the need for professional counselling in schools to deal with issues of delinquency, alcohol and substance abuse and unplanned teenage pregnancies.</p> <p>Of recent, professional counselling has also been identified by the Human Resource Development Council (HRDC, December 2016) as one of the top occupations in high demand within the education and training sector. The sector recognizes the need for skills development within the specialized areas of guidance and counselling, educational psychology, clinical counselling, occupational therapists, career counselling and social work. Furthermore, the HRDC Career Fair Report indicated that most students who apply for tertiary education have shown that they do not make informed career choices, which is an indication that career counselling is limited at secondary schools to prepare them for career decision making.</p> <p>Therefore, the Bachelor of Arts in Counselling is intended to close this gap by producing professionally competent, ethical and culturally-responsive counsellors to address diverse psychosocial issues. The professionals would work within the sub specialty areas of career, addiction or correctional counselling. This qualification prepares graduates for an entry level career, assisting licensed counsellors in agencies providing mental and physical health services, social services and other educational and business organizations.</p> | | | | | | | |

| ENTRY REQUIREMENTS (including access and inclusion) | |
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| i. | Applicants must have obtained a minimum qualification of five credits at Botswana General Certificate of Secondary Education or its equivalent including a pass in English language. |
| | OR |
| ii. | Candidates must have successfully completed a level 6 Diploma in Counselling, or its equivalent in the related field from a recognized ETP. |
| | OR |
| iii. | Special Entry: Candidates who do not have the minimum academic qualifications stated above, but have five years relevant work experience in a related field, will be considered upon satisfying the requirements of the Academic Affairs Board that might include an entrance interview. |

| QUALIFICATION SPECIFICATION | | SECTION B |
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| GRADUATE PROFILE (LEARNING OUTCOMES) | | ASSESSMENT CRITERIA |
| 1. | Demonstrate knowledge on the historical development, theories and techniques of counselling and the way in which counselling has developed as a discipline | 1.1 Describe the historical, social, and cultural foundations of counseling 1.2 Outline how social and cultural factors influence the counseling relationship and are reflected in counseling theory and practice. 1.3 Evaluate the major theories of counseling approaches 1.4 Integrate different theories to design therapy for specific clienteles settings 1.5 Apply appropriate theories in case conceptualizations and treatment planning 1.6 Examine the role of counseling in diverse psychosocial issues |
| 2. | Plan and execute effective counselling sessions in career, addiction or correctional counselling sub specialty areas. | 2.1 Develop procedures for meeting with clients. 2.2 Draw information from the client's life situation and reason for seeking counselling 2.3 Establish goals on what the client expects from the counselor and the counseling process 2.4 Explain confidentiality and its limits, and obtain informed consent where required 2.5 Distinguish the differences in the cognitive and affective messages of the client |

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| | <p>2.6 Apply counselling techniques by demonstrating them in an interview</p> <p>2.7 Monitor the quality of the client-guidance counsellor relationship on an ongoing basis</p> <p>2.8 Develop and maintain a referral network</p> <p>2.9 Facilitate an effective closure process to conclude counselling</p> <p>2.10 Evaluate overall outcomes for the client and the practitioner's role in the overall counselling process.</p> |
| 3. Apply counselling and communication skills to support clients in case conceptualization | <p>3.1 Identify appropriate techniques to use to support clients with complex issues</p> <p>3.2 Create therapeutic relationship that offers appropriate boundaries</p> <p>3.3 Use clear and concise oral communication in counselling sessions.</p> <p>3.4 Use appropriate counselling styles in unique setting</p> <p>3.5 Apply techniques and theories of interpersonal communication to practical real life settings</p> <p>3.6 Investigate differences in language, nonverbal symbols, and in communication patterns due to culture, gender, and ethnic backgrounds that occur during interactions</p> <p>3.7 Conceptualize the client's personal, social vocational, medical and environmental situation</p> <p>3.8 Produce written and spoken texts that are critically and logically developed</p> <p>3.9 Communicate results clearly and accurately</p> |
| 4. Demonstrate the capacity to acquire and utilize the dispositions consistent with professional counseling in the areas of clinical and intrapersonal/interpersonal functioning. | <p>4.1 Conduct periodic counseling sessions consistent with professional ethics</p> <p>4.2 Propose platforms for collaborative counseling with other counselors</p> |

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| | <p>4.3 Develop more insight into the new counseling trends through research</p> <p>4.4 Integrate counseling styles in a way that depicts professionalism</p> |
| <p>5. Examine and adhere to the ethical and legal issues relating to the counselling professional practice.</p> | <p>5.1 Identify the legal/ethical issues that impact consultation and program development activities for the counsellor</p> <p>5.2 Examine ethical and legal issues related to counselling diverse populations and groups</p> <p>5.3 Develop a framework for approaching ethics in counselling from a positive and preventative perspective</p> <p>5.4 Apply the appropriate legislation and codes of practices in consultations with diverse groups of people.</p> <p>5.5 Resolve ethical dilemmas in a manner consistent with professional standards</p> <p>5.6 Develop effective and ethical systems for maintaining confidentiality of client records</p> |
| <p>6. Conduct research in the field of counselling and formulate findings in a logical and clear writing manner.</p> | <p>6.1 Synthesize complex counseling information and develop interventions or research for specific needs.</p> <p>6.2 Formulate ideas for research, based on the appraisal of the need identified</p> <p>6.3 Design a research project with consideration for practical, methodological and ethical constraints</p> <p>6.4 Collect data from participants in an ethical manner</p> <p>6.5 Use statistical analysis package to analyze and present research findings</p> <p>6.6 Interpret data in accordance to the research objectives.</p> <p>6.7 Justify findings through research essay report and through oral presentation sessions</p> |

| QUALIFICATION STRUCTURE | | | |
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| | | | SECTION C |
| FUNDAMENTAL COMPONENT | Title | Level | Credits |
| Subjects / Units / Modules /Courses | Communication for Professionals (BCS1103) | 6 | 10 |
| | Computing and Information Skills (DRM1201) | 6 | 10 |
| | Elementary Statistics (BCS1105) | 6 | 10 |
| | Interpersonal Communication Skills (BCS1203) | 6 | 10 |
| CORE COMPONENT | | | |
| Subjects / Units / Modules /Courses | Introduction to Counselling (BCS1101) | 6 | 10 |
| | History and Context of Indigenous Counseling processes in Botswana (BCS 1102) | 6 | 10 |
| | Introduction to Human Services System in Botswana (BCS1104) | 7 | 6 |
| | Understating self and Society : Contemporary Perspectives (BCS1201) | 6 | 10 |
| | Professional Helping Process (BCS1202) | 6 | 10 |
| | Counseling Theories and Techniques (BCS1204) | 7 | 10 |
| | Our world: Community and Vulnerability (BCS1205) | 6 | 6 |
| | Academic and Professional Integrity Seminar (BCS2101) | 7 | 10 |
| | Counseling Over lifespan (BCS2102) | 7 | 12 |
| | Grief and Loss Counseling skill (BCS2103) | 7 | 12 |
| | Seminar in Wellness, Wholeness & Self Care (BCS2104) | 7 | 10 |
| | Trauma Counseling Theories and Techniques (BCS2105) | 8 | 12 |
| | HIV/AIDS Care and Counseling Skills (BCS2201) | 7 | 6 |
| | Diagnosis and Treatment Planning (BCS2202) | 7 | 12 |
| | Introduction to Research Methods (BCS2203) | 7 | 10 |
| | Human Development Theories (BCS2204) | 7 | 12 |
| | Group Counseling Techniques (BCS3101) | 8 | 12 |
| | Ethical and Legal Issues in Counseling (BCS3102) | 7 | 12 |
| | Multicultural issues and Counseling (BCS3103) | 7 | 12 |
| | Administration in Counseling Services (BCS3104) | 7 | 12 |
| | Advanced Research Methods (BCS3105) | 8 | 12 |
| | Critical thinking (BCS3106) | 7 | 6 |
| | Case Management in Human Services (BCS3107) | 7 | 12 |

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| | Religious and Spiritual Issues in Counseling (BCS3201) | 7 | 12 |
| | Family and Marriage Counseling (BCS3202) | 8 | 12 |
| | Community Counseling (BCS3203) | 7 | 12 |
| | Counseling Seminar I (BCS3204) | 7 | 20 |
| | Counseling Practicum I (BCS3205) | 7 | 24 |
| | Research Project (BCS4000) | 7 | 24 |
| | Issues of Aging and Counseling (BCS4101) | 7 | 12 |
| | Enterprising the Counselling Service (BSC4102) | 7 | 6 |
| | Gender and Mental Health (BCS4201) | 7 | 12 |
| | Supervision in Counseling Services (BCS4202) | 7 | 12 |
| | Counseling Seminar II (BCS4203) | 7 | 20 |
| | Counseling Practicum II (BCS4204) | 7 | 24 |
| | | | |
| ELECTIVE COMPONENT Subjects / Units / Modules /Courses | Career Counselling: Career Development Theories & Techniques (BCR2101) | 7 | 12 |
| | Correctional Counselling: Principles of Crime Prevention, Reduction and Control (BCT2101) | 7 | 12 |
| | Addiction Counselling: Fundamentals of Psychology (BCD2101) | 7 | 12 |
| | | | |
| | Career Counselling: Introduction to Psychometric Tests and Measurements (BCR2201) | 7 | 12 |
| | Correctional Counselling: Approaches to Adjustment and Deviance (BCT2201) | 7 | 12 |
| | Addiction Counselling: Substance Abuse Theories and Treatment Models (BCD2201) | 7 | 12 |
| | | | |
| | Career Counselling: Counseling and Psychosocial – Aspects of Disability (BCR3201) | 7 | 12 |
| | Correctional Counselling: Correctional Counseling (BCT3201) | 7 | 12 |
| | Addiction Counselling: Counseling Children and Adolescents (BCD3201) | 7 | 12 |
| | | | |
| | Career Counselling: Foundations of Occupational/career Counseling (BCR4101) | 7 | 12 |

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| | Correctional Counselling: Human Sexuality in Counseling (BCT4101) | 7 | 12 |
| | Addiction Counselling: Approaches to Addiction Counseling (BCD4101) | 7 | 12 |
| | | | |
| | Career Counselling: Occupational/Career Assessment Techniques (BCR4201) | 7 | 12 |
| | Correctional Counselling: Job Placement Techniques (BCT4201) | 7 | 12 |
| | Addiction Counselling: Consultations in Community Settings (BCD4201) | 7 | 12 |

Rules of combinations, Credit distribution (where applicable):

Credit Distribution:

Level 6 credits= 86

Level 7 credits=392

Level 8 credits=48

Total Credits =526

The credit combination for this qualification is from 40 fundamental component, 426 core component and the remaining 60 is from the elective component where candidates would choose only five (5) modules.

ASSESSMENT AND MODERATION ARRANGEMENTS

Assessment

All assessments which are leading to the award of the qualification should be based on learning outcomes and associated assessment criteria.

i. Formative assessment

The weightings for the Formative Assessment component which contributes to the awarding of credits is to be weighted as follows:

- 2 Assignments - 13%
- Test -14%
- Mid-Term Mock Examinations - 13%

The weighting of formative assessment is 40 % of the Final assessment mark.

➤ **For Practicums:**

- Weekly log summaries = 20%
- Journal entries = 30%
- Practicum site feedback = 50%

➤ **For seminars:**

- Test = 20%
- Working Counseling Tapes = 10%
- Theory Reflection paper = 10%

ii. Summative assessment

- Final examinations

The weighting of summative assessment is 60 % of the Final assessment mark.

Internal moderation requirements

- i. All assessment instruments should be internally moderated before administration
- ii. All marked scripts should be moderated internally
- iii. The preparation of the moderation should be accompanied by the Assessment Matrix.
- iv. Reports and associated documents to be in place for external moderation should include but not limited to:
 - Qualification document
 - Assessment Instrument
 - Assessment design and alignment matrix
 - Marking key
 - Internal Moderation report
 - List of candidates and scores attained (Module – wise report)
 - Examination Attendance register

External moderation requirements

External moderation is a final check, by external subject experts, that the examination and marking is at the right standard for the type and level of the qualification. External moderation exercise may lead to a decision to change marks. Each sub-field will have a Substantive External Examiner.

RECOGNITION OF PRIOR LEARNING (if applicable)

Recognition of Prior Learning (RPL) is a form of assessment for eligibility into the qualification. It allows recognition of skills and knowledge acquired through informal learning such as work or life experience. RPL is granted where the

candidate is able to provide sufficient evidence of their competence in a module as determined by the appointed RPL Assessor.

Candidates wishing to apply for RPL assessment submit their applications three months prior to the commencement of the qualification they seek to enroll in. All prospective students will complete an application form and attach all required evidence, in the form of following:

- In-house training certificates
- Examples of work produced
- Workplace reference
- Statement of duties
- Project Work
- Newspaper cuttings of achievements
- Minutes of meetings attended or conducted
- Documents showing organizing/supervisory skills
- Awards, commendations, certificates of merit

The evidence presented will be reviewed and matched against the Performance Criteria stated in the Unit of Competency. The RPL Assessor may find it necessary to ask questions about the evidence or ask the candidate to perform an activity or undergo a test to provide evidence where there are gaps between what has been provided and what is required.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

Horizontal Articulation:

- Bachelor of Science (Psychology)
- Bachelor of Arts (Social Work)

Vertical Articulation

- Master of Science (Counselling and Psychotherapy)
- Master of Arts (Counselling)
- Master of Science (Clinical Counselling)
- Master of Arts (Marriage and Family Therapy)
- Master of Education (Career Counselling)
- Master of Arts (Addiction Counselling)
- Master of Arts (School Counselling)

- Master of Arts (Community Counselling)

Employment Pathways

- Career/Occupational Counsellor
- Guidance and Counsellor in school setting (Non-teaching)
- Substance Abuse Counsellor
- Mental Health Counsellor
- Correctional Counsellor
- School Counsellor
- Intake Counsellor
- Child Advocate
- Student Welfare Officer
- Wardens
- Wellness Officer

QUALIFICATION AWARD AND CERTIFICATION

Candidates meeting the prescribed requirements will be awarded the qualification in accordance with the qualification composition rules and applicable policies. To be eligible for the award, candidates must have successfully completed all core and elective modules and passed examinations in accordance with regulations set by the Faculty. The Bachelor of Arts in Counselling will be awarded to candidates who have obtained a minimum of 480 credits.

REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification compares well with the following:

- Bachelor of Arts (Counselling) –Boitekanelo College, Botswana
- Bachelor of Psychology (Counselling)- Nelson Mandela Metropolitan University, South Africa
- Bachelor of Arts (Hons) Humanistic Counselling- University of Chichester, England

The proposed qualification is unique in the sense that it has three (3) specializations in the areas in addiction, career and rehabilitation/correctional counseling. However, these sub-specialties are not clearly articulated in the qualifications offered by other Universities stated above. Modules relating to those sub-specialties are afforded to all students throughout their years of study with varying degrees of concentration. Despite, the differences in the areas of specializations, all qualifications are focused in developing a thorough grounding in the knowledge, theory and principles of the profession of counselling.

The Boitekanelo qualification share some common modules, which provides counsellors with a deep understanding of counselling theory and practice, as well as client issues and how to work with them. Both qualifications afford

learners the opportunity to do practicum and undertake a research project. In addition the duration of both qualifications is 4 years.

Similar to the proposed Bachelor of Arts in Counselling, the qualifications offered by Nelson Mandela Metropolitan University also runs for four (4) years with structured in taught modules. Furthermore, there is also a compulsory practicum and a research project in the final year of study.

The Bachelor of Arts (Hons) Humanistic Counselling offered by the University of Chichester, England is a generalized counselling qualification, without any specialty areas. Similar to the proposed qualification, the University of Chichester qualification is structured with theory modules to equip students with the knowledge of counselling theories, client and diversity issues. There are also similarities in terms of the research component embedded in both qualifications, as well as industry placement. The notable differences are terms of the duration, which is 3 years for the University of Chichester, and 4 years for the B.A Counselling. The assessment is also different in the sense that the University of Chichester does not conduct examinations, but assessment is based mainly on observed skills practise, assignments and satisfactory supervisor's reports and completion of placement and personal counselling hours. However, the proposed qualification has examinations as an assessment component for the taught modules, which is similar to the qualifications offered by Boitekanelo College and Nelson Mandela Metropolitan University.

REVIEW PERIOD

This qualification will be reviewed after 5 years upon registration.