

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS											
QUALIFICATION DEVELOPER (S)	BA ISAGO University										
TITLE	Bachelor of Arts in Counselling						NCQF LEVEL	7			
STRANDS (where applicable)	1. Career Counselling 2. Correctional Counselling 3. Addiction Counselling										
FIELD	Health and Social Services			SUB-FIELD	Social Services			CREDIT VALUE	480		
<i>New Qualification</i>						<i>Legacy Qualification</i>					✓
SUB-FRAMEWORK	<i>General Education</i>				<i>TVET</i>			<i>Higher Education</i>			✓
QUALIFICATION TYPE	<i>Certificate</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>V</i>	<i>Diploma</i>	<i>Bachelor</i>	✓		
<i>Bachelor Honours</i>		<i>Post Graduate Certificate</i>				<i>Post Graduate Diploma</i>					
<i>Masters</i>						<i>Doctorate/ PhD</i>					
RATIONALE AND PURPOSE OF THE QUALIFICATION											
<p>RATIONALE:</p> <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</p>											

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, the Guidance and Counselling Policy Guidelines Policy (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.

Professional counselling has been identified by the Human Resource Development Council Report (HRDC, 2023/2024) as one of the top occupations in high demand within the health 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 in secondary schools to prepare them for career decision-making. The Bachelor of Arts in Counselling qualification is therefore intended to close the gap by producing professionally competent, ethical, and culturally responsive counsellors to address diverse psychosocial issues.

The need for counsellors and counselling services has significantly increased as a result of the current social and economic challenges affecting people's lifestyles, such as drug abuse, mental health issues and many social ills affecting communities. According to the Botswana Labour Market Observatory (2024), there are good job prospects for counsellors, since it is becoming more common for people to seek help for their social problems, than it was in the past. Based on this assertion, it is evident that there is still a need for skills training and development around counselling to produce professionals who can empower diverse individuals, families and groups to accomplish mental health, wellness, education and career goals.

Over the past 3 years, the qualification has attracted a good number of learners for BA ISAGO University. The University enrolled 11 students in 2021, 31 students in 2022 and 60 students in 2023. It is therefore evident that the qualification is still in demand and relevant to the industry and the needs of the stakeholders.

PURPOSE: (itemise exit level outcomes)

The purpose of the qualification is to produce graduates who will function at the operational level and display knowledge, skills, and competencies to:

- Critically analyse the available literature identify existing gaps and provide initiatives in closing these gaps in the field of counselling.

Exit level outcomes by specialisation areas:

Career Counselling

- Provide guidance and advice to adults and students on making educational, training and occupational choices and assist people in managing careers, through career planning and career exploration.
- Assist clients to develop skills and access resources and support services needed to respond to issues arising from unemployment, poverty, disability, addiction, criminal and delinquent behaviour, marital and other problems.

Addiction Counselling

- Provide assistance and counselling to individuals and families dealing with drug and alcohol addictions, monitor their progress, advocate for them, and perform crisis interventions and group therapy.
- Assist clients in dealing with the consequences of their addictions such as unemployment, physical or mental disorders and poverty.
- Prepare educational programs for high-risk populations.

Correctional Counselling

- Provide counselling to offenders during and after their sentence to help them to integrate into the community and to change attitudes and behaviour to reduce further offending.
- Maintain contact with other social service agencies, educational institutions and health care providers involved with clients to provide information and obtain feedback on clients' overall situation and progress.
- Organise client data and compile case records or reports for courts and other legal proceedings.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

- Certificate IV, (NCQF Level 4) or equivalent.
- Candidates who do not meet the minimum academic qualifications stated above will be considered through the Recognition of Prior Learning (RPL) process which shall be administered according to the National RPL Policy. There will also be provision for Credit Accumulation Transfer to the learner in case they transfer in from another institution as per National Policy on CAT

SECTION B

QUALIFICATION SPECIFICATION

GRADUATE PROFILE (LEARNING OUTCOMES)

ASSESSMENT CRITERIA

1. Demonstrate specialised knowledge of the application of theories and techniques of counselling during case conceptualization.

- 1.1 Demonstrate a critical understanding of the historical, social, and cultural foundations of counselling during the counselling process.
- 1.2 Integrate different theories to design therapy for specific clientele settings.
- 1.3 Apply appropriate theories and approaches in case conceptualizations and treatment planning.
- 1.4 Examine the role of counselling in diverse psychosocial issues.

2. Execute effective counselling sessions in career, addiction, or correctional counselling subspecialty areas.

- 2.1 Draw information from the client's life situation and reason for seeking counselling.
- 2.2 Establish goals on what the client expects from the counsellor and the counselling process.
- 2.3 Adhere to confidentiality and its limits and obtain informed consent where required.
- 2.4 Apply advanced counselling techniques in an interview session.

	<p>2.5 Effectively monitor the quality of the client-guidance counsellor relationship on an ongoing basis.</p> <p>2.6 Develop and maintain a referral network.</p> <p>2.7 Facilitate an effective closure process to conclude counselling.</p> <p>2.8 Critically evaluate overall outcomes for the client and the practitioner's role in the overall counselling process.</p> <p>2.9 Effectively professionally integrate counselling styles.</p>
<p>3. Critically apply specialised counselling and communication skills to support clients during case conceptualization.</p>	<p>3.1 Utilise appropriate techniques to support clients with complex issues.</p> <p>3.2 Create therapeutic relationships that offer appropriate boundaries.</p> <p>3.3 Use clear and concise oral communication in counselling sessions.</p> <p>3.4 Apply appropriate counselling styles in unique settings.</p> <p>3.5 Apply specialized techniques and theories of interpersonal communication to practical real-life settings.</p> <p>3.6 Produce written and spoken texts that are critically and logically developed.</p>
<p>4. Adhere to ethical and codes of practice during counselling sessions.</p>	<p>4.1 Identify the legal/ethical issues that impact consultation and program development activities for the counsellor.</p> <p>4.2 Examine ethical and legal issues related to counselling diverse populations and groups.</p> <p>4.3 Conduct periodic counselling sessions consistent with professional ethics.</p>

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	<p>4.4 Develop a framework for approaching ethics in counselling from a positive and preventative perspective.</p> <p>4.5 Apply the appropriate legislation and codes of practices in consultations with diverse groups of people.</p> <p>4.6 Resolve ethical dilemmas in a manner consistent with professional standards.</p> <p>4.7 Develop effective and ethical systems for maintaining confidentiality of client records</p>
<p>5. Assist in conducting research in the field of counselling and formulate findings in a logical and clear writing manner.</p>	<p>5.1 Develop more insight into the new counselling trends through research.</p> <p>5.2 Synthesize complex counselling information and develop interventions or research for specific needs.</p> <p>5.3 Formulate ideas for research, based on the appraisal of the need identified.</p> <p>5.4 Design a research project with consideration for practical, methodological, and ethical constraints.</p> <p>5.5 Collect data from participants in an ethical manner.</p> <p>5.6 Use statistical analysis package to analyse and present research findings.</p> <p>5.7 Interpret data per the research objectives.</p> <p>5.8 Justify findings through research essay reports and through oral presentation sessions</p>

SECTION C	QUALIFICATION STRUCTURE		
	TITLE		

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COMPONENT		Credits Per Relevant NCQF Level			Total Credits
		Level [6]	Level [7]	Level [8]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Communication for Professionals	10			10
	Computing and Information Skills	10			10
	Elementary Statistics	10			10
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Introduction to Counselling	10			10
	Academic and Professional Integrity Seminar		8		8
	Introduction to Human Services System	6			6
	Understanding Self and Society: Contemporary Perspectives	8			8
	Professional Helping Process	10			10

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	Counselling Theories and Techniques		10		10
	Fundamentals of Psychology	6			6
	History and Context of Indigenous Counselling Processes	10			10
	Counselling Over Lifespan		10		10
	Grief and Loss Counselling Skill		10		10
	Seminar in Wellness, Wholeness & Self Care		10		10
	Trauma Counselling Theories and Techniques			12	12
	HIV/AIDS Care and Counselling Skills		6		6
	Diagnosis and Treatment Planning		12		12

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	Human Development Theories		10		10
	Group Counselling Techniques			12	12
	Ethical and Legal Issues in Counselling		12		12
	Multicultural Issues and Counselling		12		12
	Administration in Counselling Services		10		10
	Research Methods			12	12
	Critical Thinking		6		6
	Case Management in Human Services		10		10
	Religious and Spiritual Issues in Counselling		10		10
	Family and Marriage Counselling			12	12
	Community Counselling		12		12

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	Counselling Seminar I		18		18
	Counselling Practicum I		24		24
	Research Project		24		24
	Issues of Aging and Counselling		10		10
	Enterprising the Counselling Service		6		6
	Gender and Mental Health		10		10
	Supervision in Counselling Services		10		10
	Counselling Seminar II		18		18
	Counselling Practicum II		24		24
STRANDS/ SPECIALIZATION	<i>Subjects/ Courses/ Modules/Units</i>	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level []	

1. Career Counselling	Career Development Theories & Techniques		12		12
	Introduction to Psychometric Tests and Measurements		12		12
	Counselling and Psychosocial – Aspects of Disability		12		12
	Foundations of Occupational/Career Counselling		12		12
	Occupational/Career Assessment Techniques		12		12
2. Correctional Counselling	Principles of Crime Prevention, Reduction and Control		12		12
	Approaches to Adjustment and Deviance		12		12
	Correctional Counselling		12		12

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	Human Sexuality in Counselling		12		12
	Job Placement Techniques		12		12
3. Addiction Counselling	Fundamentals of Addiction		12		12
	Substance Abuse Theories and Treatment Models		12		12
	Counselling Children and Adolescents		12		12
	Approaches to Addiction Counselling		12		12
	Consultations in Community Settings		12		12
Electives	N/A				

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

<i>NCQF Level</i>	<i>Credit Value</i>
6	80
7	352
8	48
TOTAL CREDITS	480

Rules of Combination:

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

The credit distribution is made up of 30 credits from the fundamental component, 390 credits from the core component and 60 credits from the specialisation areas. The learners are to choose 1 specialisation area.

ASSESSMENT ARRANGEMENTS

All assessments which are leading to the award of the qualification should be based on learning outcomes and associated assessment criteria. Assessment will be conducted by Assessors who have been registered with Botswana Qualifications Authority (BQA). The assessments will be as follows:

- **Formative Assessment**

The weighting of formative assessment is 60 % of the final assessment mark.

- **Summative Assessment**

The weighting of summative assessment is 40 % of the final assessment mark.

MODERATION ARRANGEMENTS

There will be provision for internal and external moderation, conducted by Moderators registered with Botswana Qualifications Authority (BQA).

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) will be applicable for consideration for award in this qualification, in line with RPL institutional policies on the same.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation Transfer (CAT) will be applicable for consideration for award in this qualification, in line with RPL institutional policies on the same.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

Horizontal Articulation:

- Bachelor of Science (Psychology)
- Bachelor of Arts (Social Work)
- Bachelor of Arts (Guidance and Counselling)

Vertical Articulation

- Bachelor of Arts (Hons) in Counselling

- Bachelor of Arts (Hons) in Psychology
- Bachelor of Arts (Hons) in Guidance and Counselling
- Postgraduate Diploma in Counselling
- Postgraduate Diploma in Psychology
- Postgraduate Diploma in Guidance and Counselling
- 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 of the Bachelor of Arts in Counselling, candidates should have obtained a minimum of 480 credits. A certificate will be issued to learners who are awarded the qualification.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

The proposed qualification compares favorably with the following regional and international qualifications:

- Bachelor of Applied Social Science (Psychology & Counselling) – South African College of Applied Psychology (SACAP), South Africa.
- Bachelor of Counselling – Nelson Marlborough Institute of Technology (NMIT), New Zealand
- Bachelor of Behavioural Science (Counselling) – University of the Sunshine Coast, Australia.

Compared with the proposed, all the qualifications compared with are all pecked at level 7, following specific framework adopted by each country (NCQF, NQF NZQF & AQF). Despite different designators, the title of the proposed qualification is similar to the qualifications of NMIT and University of the Sunshine Coast. The qualification title for SACAP is slightly different as it is a dual major in psychology and counselling. In addition, the proposed qualification has three (3) specialization areas; addiction, career and correctional counseling similarly as the qualification for NMIT, although with different concentrations. The specialization areas for the NMIT qualification are Mental Health & Addictions, Family Counselling and Working with Children and Young People.

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 main exit outcome for all the qualifications is to equip learners with counselling theories and skills, and how to use them in diverse and multicultural workplaces and communities. In additions all the 4 qualifications offer similar domains such as industrial attachment/practicum, Introduction to Psychology, Communication Skills, Research, Family Counselling, Mental Health Counselling, Community Development, Crisis, Trauma & Loss Counselling, Career Development and Social Psychology. All the qualifications use formative and summative assessment strategies.

Notable differences between the qualifications include difference in total credit value. The proposed qualification bears 480 credits while the qualification for USC has 384 credits and SACAP and NMIT qualifications bears 360 credits each. Like the proposed, the qualification for USC run for 4 years while qualifications for SACAP and NMIT run for 3 years. The differences in credits and duration for the qualifications are based on the qualification frameworks adopted by each country.

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There are common educational and employment pathways amongst all the qualifications. Similarly, as the qualifications compared to, the proposed qualification allows learners to progress into postgraduate qualifications in the field of counselling and psychology. In terms of employment pathways, all the qualifications aim to produce counsellors who can serve in different areas and organisations.

REVIEW PERIOD

This qualification will be reviewed after 5 years upon registration.

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	
REVISION DATE:		NAME OF PROFESSIONAL BODIES/REGULATORY	