

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION							
SECTION A							
QUALIFICATION DEVELOPER		Phronesis International College (PIC)					
TITLE	Bachelor of Education in Guidance and Counselling				NCQF LEVEL	7	
FIELD	Education and Training		SUB-FIELD		Guidance and 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					480 credits		
RATIONALE AND PURPOSE OF THE QUALIFICATION							
RATIONALE: The Dikgosi Report (2008) is in agreement with the consultative meetings and needs assessment survey conducted with some teachers, people living disabilities, community and youth officers, church ministers, corporate society, Botswana Counselling Association to mention a few that children, young people and the society at large are experiencing complex social ills that are negatively affecting human life. This includes gender-based violence, divorce, substance use and addictions, aggressive killings and rape which leave victims and significant others deeply wounded with posttraumatic stress disorders, protracted depression, anxiety, mass hysteria to mention just a few. Coupled with the disintegration of the extended family systems support, these psychosocial ills are progressively proving to be heavily costing the nation on productivity and economic growth. <i>Human Resource Development Council</i> has prioritized guidance and counselling training in schools as a critical need for service providers including people with special needs to effectively shape the learner and community support services. The Bachelor of Education in Guidance and Counselling will have a professional ability to address these issues due to the strong depth and breadth on the effective translation of Theory and Skills in Counselling, Career Guidance, Programme Development, Conflict Resolution, Emotional Intelligence, Methodology on Teaching for Transformation, Multidisciplinary Service Delivery, Life Skills Education and Peacebuilding to mention a few as imperatives in driving the national transformation agenda. This qualification is poised with a curriculum that will empower the pedagogical and methodological changes needed not just in the classroom but also in the school community and the nation at large. In particular, it promotes a counselling specialization profession challenges the traditional and cultural learning space to go beyond the classroom. This explains why Botswana needs guidance and counselling skills and competencies to recalibrate a transformed the learning mindset to align with the strategic shift from a resource based economy to a more knowledge based economy to harness human capital as applied in the SADC, Africa and other regions beyond (MoESD-NHRDS 2009:2, 14,33; NDP 11:40). These set priorities are reflected in Vision 2036 and the National Development							

Plan 11 where the articulation of an “inclusive and equitable quality education” and in ensuring “lifelong learning opportunities for all” is no longer an option (MoFDP NDP 11; June 2016).

Although the career pathway for Guidance and Counselling has been paved through the Ministry of Basic Education (MoBE), demonstrating the importance of establishing guidance and counselling services in all schools, there is however a major gap in quality service delivery which is still falling far below the expected standards. In particular, gaps are present in executing specific skills and competencies to address emerging complexities experienced especially in view of contemporary learners and methodological approaches as expressed within the context of global connectedness and competitiveness.

PURPOSE:

The training needs analysis revealed that Guidance and Counselling is a needed specialisation to empower service providers with relevant competencies to drive the schools and the educator sector in transformative human development processes. The Bachelor of Education in Guidance and Counselling will not only equip graduates to handle complex and diverse psycho-socio-cultural ills and needs but will also support service providers, managers and supervisors to execute with key competencies in knowledge, skills and attitudes but also support upgrading into higher level positions to function effectively in different working environments with corresponding responsibilities. The training will therefore prepare professionals to access tertiary education in guidance and counselling through the face to face and distance education modes of delivery to instill confidence in quality service delivery including integrating multidisciplinary services using conflict sensitive approaches which open global marketability and competitiveness in conflict and war-torn zones. The outcome will further strengthen the professional counselling culture to deliver services using inclusive, systemic and multidisciplinary human support imperatives and also strengthen collaborative care teams such as psychologists, psychiatrist, social workers, physicians, traditional leaders to mention a few. All the human support services will be offered under supervision in accordance with ethico-legal principles and standards as referenced in the legislation and professional code of ethics for Counseling practitioners.

ENTRY REQUIREMENTS (including access and inclusion)

The following offers potential candidates options for entry paths into the qualification:

- NCQF Level IV, Certificate IV, e.g. BGCSE or equivalence with minimum of C in 5 subjects including English language; OR
- Diploma in Counselling or any related field; OR
- Recognition of Prior Learning (RPL) following assessment by the Academic Board will be given to;
- Candidates with evidence of 3 years with relevant work experience OR
- Any relevant qualification at NCQF Levels 5 and 6 in accordance with applicable policies OR.
- Mature entrants with Certificate in Counselling or a related area with 2 years relevant work experience with a pass in



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- Oral and written interview
- Emotional and social intelligence indicators
- Educational and professional clarity on future goals and purpose
- Disadvantaged learners including the disabled, orphans and vulnerable learners will be granted preferential treatment in line with institutional policies and guidelines.
- Consideration for exemption may allow some entrants to go into upper level courses in line with institutional policies and guidelines.

QUALIFICATION SPECIFICATION			SECTION B
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA		
1.0. Demonstrate integrated growth and promote readiness for local and global competitiveness.	1.1.	Apply understanding of personal awareness and development	
	1.2.	Integrate attributes of <i>“botho”</i> in self-understanding processes.	
	1.3.	Use 21st century skills and debate their significance in daily life.	
	1.4.	Apply critical thinking in decision making and survival skills.	
	1.5.	Apply emotional and social intelligence with increased self-awareness	
2.0. Apply understanding of the comprehensive growth and development of guidance and counselling.	2.1.	Demonstrate understanding of the philosophical and socio-psychological origin of guidance and counselling and its significance on the helping world.	
	2.2.	Identify developmental growth processes and the significance of milestones in mental health	
	2.3.	Relate the development of guidance and counselling to other socio-behavioral sciences.	
	2.4.	Establish the significance of indigenous forms of helping and relate how they contribute in shaping the counselling practice.	
3.0. Demonstrate knowledge of theories and principles of guidance and counselling in education.	3.1.	Demonstrate understanding the theoretical principles in guidance and counselling in the context of education and key proponents.	
	3.2.	Identify the fundamental contributions of key theories into the guidance and counselling and mental health practice.	
	3.3.	Identify the psycho-social sources of maladaptive and psychosomatic illnesses and their manifestation.	
	3.4.	Establish the contribution of other complementary support approaches in guidance and counselling and mental health practices.	
	3.5.	Recognise DSM IV as a psychological framework and promote basic appreciation in the expression of psychological behaviors.	
	3.6.	Establish a personally working theoretical model of helping and apply it when constructing intervention approaches.	
4.0. Integrate assessment and diagnosis in intervention plans and strategies.	4.1.	Demonstrate understanding of principles of assessment and diagnosis	
	4.2.	Analyse the purpose of assessments in guidance and counselling processes.	
	4.3.	Describe kinds of assessment and diagnosis relevant in counselling	

	4.4. Identify assessment tools and apply them in generation of information 4.5. Develop basic tools to gather information to support intervention plans. 4.6. Apply culture appropriate values to interpret generated data. 4.7. Establish indicators to inform psychosocial interventions.
5.0. Apply skills, techniques and strategies in counselling intervention processes.	5.1. Explore core principles and conditions underlying helping skills and techniques. 5.2. Define and differentiate counselling skills, techniques and strategies. 5.3. Use case scenarios to practice counselling skills, techniques and strategies in varied intervention contexts. 5.4. Recognise and apply preventive and protective counselling care skills, techniques and strategies. 5.5. Debate universal counsellor values and attributes and how they shape applied counselling and mental health practice. 5.6. Work within a theoretical model in applying counselling skills, techniques and strategies. 5.7. Establish an integrated personal model in working through counselling intervention processes.
6.0. Design and implement multidisciplinary guidance and counselling programmes.	6.1. Demonstrate understanding principles for programme design, development and implementation. 6.2. Apply principles and procedures for needs assessment to inform comprehensive programme delivery. 6.3. Establish the components and characteristic of effective programme delivery. 6.4. Recognise key indicators for a multidisciplinary service delivery. 6.5. Establish mutual accountability and ownership for programme goals and outcomes.
7.0. Employ integrated approach in managing trauma.	7.1. Explore the basic theory underpinning traumatology and stress. 7.2. Recognise factors pre-disposing people to acute stress and trauma. 7.3. Establish the brain and its functional disposition to trauma. 7.4. Recognise characteristics of trauma and manifestation. 7.5. Debate the cost and effects of trauma and stress on human life 7.6. Categorise interdisciplinary approaches for management of trauma. 7.7. Integrate trauma intervention models with preventive and protective care practices.

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8.0. Demonstrate transformational leadership, supervision and accountability.	8.1. Define principles of transformational leadership, supervision and accountability. 8.2. Examine styles of transformational leadership and their relevance to clinical supervision. 8.3. Demonstrate value addition of clinical supervision and accountability in ethical service delivery. 8.4. Use the supervisory and counsellor management tools to: • raise professional accountability in clinical supervision. • improve safety when dealing with mental health issues. • establish professional strengths and weaknesses • appraise skills and techniques in practice and setting boundaries. • terminate sessions and promote needful referrals
9.0. Apply ethico-legal accountability in guidance and counselling services.	9.1. Demonstrate understanding on ethico-legal principles and values 9.2. Critique biases and dilemmas promoting unethical practice 9.3. Examine power dynamics and their effects on the counsellor and client relationships. 9.4. Apply ethico-legal models in decision making and problem solving. 9.5. Examine the Codes of Counselling Practice and expected standards. 9.6. Contribute to ethical and professional advancement by participating in the professional counselling and mental health associations.
10.0. Deliver multi-culturally sensitive interventions with context relevance.	9.1. Demonstrate basic understanding on principles of multiculturalism. 9.2. Identify factors promoting multi-cultural variances in service delivery. 9.3. Analyse counsellor qualities and attributes that influence multi-cultural biases in counsellor-client relationships. 9.4. Instill creative and innovative thinking in culturally sensitive services. 9.5. Recognise inputs promoting shared goals and outcome achievement.
11.0. Monitor and evaluate comprehensive programme delivery.	10.1. Demonstrate understanding basic principles of monitoring and evaluation of programmes. 10.2. Apply skills and techniques for monitoring and evaluating performance in service delivery. 10.3. Establish intervention plans and strategies for relapse prevention, exit and referral strategies. 10.4. Monitor and evaluate the attainment of programme goals and outcomes.

12.0. Promote research to improve evidence-based programming.	12.1. Establish basic understanding on principles of research and evidence generation. 12.2. Describe kinds of research and modalities for evidence generation. 12.3. Recognise effective research skills and techniques in shaping counselling and mental health practice. 12.4. Participate in periodic research and reviews for continual learning with key stakeholders.
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QUALIFICATION STRUCTURE			
SECTION C			
	Title	Level	Credits
FUNDAMENTAL COMPONENT Subjects / Units / Modules / Courses	▪ Adjustment to Tertiary Education	5	8
	▪ Communication and Academic Skills	5	8
	▪ ICT for End Users	6	12
	▪ Educational Psychology (I)	7	12
	▪ Historical & Philosophical Perspectives in Education	7	12
	▪ Human Growth and Development (I)	7	12
	▪ Theories and principles of teaching & Learning	7	12
	▪ Fundamentals of Guidance and Counselling (1)	7	12
	▪ Emerging Issues in Counselling and Education	7	12
	▪ Principles of Teaching and Learning	7	12
CORE COMPONENT Subjects / Units / Modules / Courses	▪ Theories in Guidance and Counselling	7	12
	▪ Substance Use and Addictions (I)	7	12
	▪ Life Skills and Peacebuilding Education	6	12
	▪ Emotional and Social Intelligence	6	12
	▪ Ethnographic Sociology	6	12
	▪ Group Dynamics (I)	7	12
	▪ Counselling Skills and Techniques (I)	7	14
	▪ Career and Vocational Development (I)	6	12
	▪ Methodology for Learning & Teaching (G & C)	7	24
	▪ Assessment and Diagnosis (I)	7	12
	▪ Counselling Skills and Techniques (II)	7	12
	▪ Ethico - Legal Issues	7	12
	▪ Personal Development	7	14
	▪ Conflict Resolution and Mediation	7	12
	▪ Multicultural Issues in Counselling	7	12
	▪ Programme Development	7	12
	▪ Creative Play Therapy	7	12
	▪ Practicum (Micro I)	7	14

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	▪ Practicum (Micro II) ▪ Transformational Leadership ▪ Supervision in Counselling ▪ Personal Growth and Development ▪ Internship	7	14
		7	12
		7	12
		7	12
	-Work placement, Project, Seminar		
	-Reflective Personal Learning	7	60
ELECTIVE COMPONENT	▪ Community and Youth Development	7	12
Subjects/units/	▪ HIV and AIDS Counselling	7	12
Modules	▪ 404	7	12
	▪ Trauma Counselling	7	12

RULES OF COMBINATIONS AND CREDIT DISTRIBUTION: (where applicable):

Distribution by components:

▪	Fundamental	112
▪	Core	344
▪	Electives	24
Total	480	

Fundamental takes 23% which is equivalent to 112 credits (REQUIREMENTS FOR CORE)

Core takes 75 % which is equivalent to 344 credits

Elective: choose 2 courses and that takes 3% which is equivalent to 24 credits

Distribution by level:

▪	Level 5 credits = 16 which is equivalent to	3%
▪	Level 6 credits = 60 which is equivalent to	13%
▪	Level 7 credits =404 which is equivalent to	84%
<u>TOTAL=480 credits and that is 100%</u>		

ASSESSMENT AND MODERATION ARRANGEMENTS:

ASSESSMENT:

Assessment Combinations:

Both formative and summative assessments will contribute towards the award of credits where the former (formative) will constitute 40% and latter (summative) will constitute 60% of the final grade.

The formative assessments will be using but not limited to:

- tests
- assignments
- projects coupled with
- simulated and real work settings

The summative assessment will be using but not limited to:

- written
- practical
- simulated projects
- practical assessments and will (as far as possible) reflect typical real work settings

Overall Possible Pass Mark:

- Overall pass mark in a specific course.
- Candidate failing to meet minimum requirements on re-assessment will be advised to re-take.
- A candidate that fails to meet the minimum requirements following the opportunity for one re-take or fails to meet the minimum assessment requirements for a specified number of courses shall be withdrawn and
- A candidate that has been withdrawn will receive career counselling for adjustment and coping as part of Student Support Services and will be advised to re-apply (as necessary).

MODERATION:

Moderation is a process that must take place before the formal administration of any assessments as it contributes towards the proper award of credits for learners and it must be done in accordance with applicable policies and regulations. In addition, the proper and well-articulated procedures must apply for both internal and external moderation.

Internal Moderation Procedures:

The following shall apply for internal moderation in accordance with applicable policies and regulations.

Documentation for submission will include:

- Qualification documents
- Alignment matrices
- Assessment instruments
- Assessment criteria/rubrics should be available

Pre-assessment moderation requirements:

Prior to conducting any form of assessments that will consequently lead to an award of credits, pre-assessment for moderation must be performed and it entails but is not limited to ascertaining, ensuring and or checking / that the:

- assessment strategy to be used is appropriate for the learning outcome to be assessed
- assessment instrument adequately captures the learning outcomes against which assessments are to be carried out
- assessment tasks or questions can enable the assessor to collect sufficient evidence that is typical of relevant exit level descriptors.
- cover page contains all necessary information
- assessment instrument layout is appropriate and that wording of assessment tasks or questions is appropriate.
- assessment criteria or rubrics is consistent with the learning outcomes against which the assessment is to be done.

Post-assessment Moderation:

Moderators verify that assessments have been done according to compliance procedures as set on policy guidelines and this includes checking and verifying if:

- all scripts have been assessed using the same criteria
- assessment judgments and decisions have been done consistently and that principles such as validity, authenticity, currency and sufficiency have been considered
- calculation of marks has been done correctly
- necessary records and reports have been completed

External Moderation Procedures:

The outlined procedures will be used to monitor the external moderation and will be conducted according to the stipulated and applicable policies and regulations.

Documentation Processes:

The primary documentation that is necessary will be provided and will include but not limited to:

- qualification document
- alignment matrices
- assessment instruments
- Assessment criteria with all the necessary rubrics

Sampling Procedures for Moderation:

The sampling procedures for moderation will be based on the following considerations serving as guidelines:

- Number of scripts to be sampled depends on the total number of candidates.
- If candidates are 20 or less, the moderator should moderate all scripts.
- If learners are more than 20, the moderator should sample 20 scripts plus 10% remaining ones.
- Sampling should be representative of the population of learners and also factor performance, gender, etc.

Moderation reports will include but not limited to:

- Sampling procedures and size
- Performance of learners and relevant observations
- Level of consistency in judgements and decision-making processes
- Nature of assessment instruments and their alignment to the learning exit outcomes
- Any necessary inputs recommended for improvements.

PRACTICUM, INTERNSHIP AND SUPERVISION PROCEDURES:

Special considerations: They

- are all specially arranged experiential moments of learning
- allow training to solidify and shape transformation from theory into practice
- open learning to be crystallized in real work setting using relevant skills and competencies
- allow interaction with the true culture of being a practicing professional counsellor under supervision
- promote shaping ethical and professional boundaries in counselling practice
- application within defined and applied ethical codes of practice
- practicum and internship experience is mandatory for successful graduation – no waiver permitted

Requirements for eligibility for practicum:

All learners are considered eligible for practicum and need to

- have completed at least one third of the course content
- have completed both course work including theory and practical components
- demonstrate knowledge, skills and attitudes
- express an ethically practicing counsellor training practitioner attitude and model
- synthesize theoretical learning in class into practical application
- share feedback on regular individual and group counselling cases
- promote regular supervision from internal site and external staff
- prepare for longer internship period as set in academic policies and regulations
- participate at least one semester prior to internship

Requirements and eligibility for Internship:

- students should submit application for internship a semester ahead
- approval by the Academic Board to participate must be granted
- successful completion of the practicum is mandatory for internship
- internship require 60 credits and 40 should be on direct counselling sessions
- preliminary arrangements are required with written commitment from the supervising site
- supervision from a qualified resident counselling practitioner on site is mandatory
- complete documentation per the designated site requirements and standards is needed
- ethical application as per approved code of ethics with multicultural sensitivity is needed
- application of theory translation into practical sharing and development is required
- increased self-development through self-evaluation for personal exploration is required
- self-awareness with respect to development of skills and competencies is required
- the reflective process for learning about personal strengths and weakness is required
- platforms for feedback from site supervisors and by resident staff supervisors is required
- increased periodic supervision on integrated learning of theory and practice is required
- platforms for peer reviews and peer counselling sessions as part of feedback is required
- learners present on periodic basis their personal and group counselling tapes and cases
- working staff require time out for they will not be allowed to use their own working sites
- detailed practicum and internship requirements and procedures are handled in the learning programme

Clinical supervision and standards:

- bi-weekly dyadic or triadic clinical supervision on personal and professional issues is required
- professional reflection on one-on-one for self-growth practice is a graduation requirement
- reflection on ethical application as a binding standard of professionalism is required
- recognition/observance of site policies and procedures in learning sessions is an ethical requirement
- theoretical translation into practical sharing as part of clinical reflection is required
- attendance of regular and or intensive reflective classes or seminars is a professional expectation

RECOGNITION OF PRIOR LEARNING (if applicable)

Recognition of Prior Learning (RPL):

- Candidates may submit evidence for prior learning together with any other support for skills and competence and/or having undergone appropriate form of RPL assessment and may lead to an award of credits towards the qualification.
- The process is executed in accordance with applicable college RPL and relevant national-level policy and legislative framework.
- Implementation of RPL shall also be consistent with requirements, if any, prescribed for the field or sub-field of study by relevant national, regional or international professional bodies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

LEARNING/EDUCATIONAL PATHWAYS:

Vertical Articulation: Educational Progression:

Graduates emerging from this qualification will be at Level 7 and may consider pursuing other qualifications to realign, multi-skill, reposition, retool and will fit well into the following Master's Degree level qualifications:

Master of Arts in

- Guidance and Counselling
- Counseling/Psychotherapy
- Rehabilitation Counselling
- Family and Marriage Therapy
- Addiction and Substance Abuse Counselling
- Correctional Counselling
- Social Work
- Educational Psychology

Horizontal Articulation: Employment pathway:

It is evident that graduates from this programme will have requisite skills and competencies to work in a range of working environments including:

- Guidance & Counselling Practitioners/Officers/Managers
- Career / Vocational Guidance Officers/Managers
- Mental Health Practitioners/Officers/Managers
- Private Clinical Practitioners/Officers/Managers
- Health and Wellness Officers/Officers/Managers
- Community Counsellors/Officers/Managers
- Trauma Counsellors/Officers/Managers

- Peacebuilding and Resilience Officers/Managers
- Correctional Counsellors/Managers
- Conflict Resolution and Mediation Officers/Managers
- Marriage Counsellors/ Officers/Managers
- Teacher Training Officers/Managers
- Human Support Services Officers/Managers
- Industrial and Occupational Support Officers/Managers
- Special and Social Support Services Officers/Managers.
- Industrial Counsellors/Officers/Managers

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification

Candidates are expected to attain the stipulated total of 480 credits inclusive of the fundamental, core and elective components, for them to be awarded the qualification.

Certification

- Candidates who meet the requirements as prescribed will be awarded the qualification in accordance with prescribed standards for the award of the qualification and applicable policies.
- Candidates who fail to meet the prescribed minimum standards may as necessary and, where applicable, be considered for appropriate exit awards in accordance with applicable policies and regulations.

REGIONAL AND INTERNATIONAL COMPARABILITY:

REGIONAL COMPARABILITY (KENYA):

The comparison was conducted with Moi University in Kenya which has various campuses where the qualification is offered under a similar 4 year semesterized period of study. The program entry requirements are similar in that they require a minimum of C+ in KCSE with C+ in English which is equivalent to the BGCSE requirements and also allow diploma holders in a relevant discipline from a reputable institution. The latter offers entry through other optional routes however the certificate route was not clearly articulated which is imperative in increasing access into tertiary education which is critical for Botswana. The qualification also has an extensive coverage of modules that ground graduates well into desirable skills and competencies needed to support the school learners to navigate their educational terrain as they progress to become the best of their potential and to effectively compete in the education sector.

The other similarity noted was that both qualifications are offered as a Bachelor of Education in Guidance and Counselling hence Moi University and therefore both have components of education. The Bachelor of Education in Guidance and Counselling qualification is packaged in the Education and Training Development and has modules from education, however, the aim is to offer the qualification as a specialized learner support service qualification applicable in schools and other related support systems hence the emphasis in grounding learners more in the theoretical and methodological delivery to achieve transformational mindset change in the learning processes for behavior and attitudinal change.

The other difference noted is in credit distribution, content packaging and the nomenclature used for various courses. For instance, Year 1 Semester 1 was sampled for comparison and it was established that

Moi University covers the following courses: Introduction to Guidance and Counselling (3 credits), Introduction to Education I (3 credits), Communication Skills (3 credits), Quantitative Skills I (3 credits), Evolution and Development of Guidance and Counselling (3 credits), and 2 additional courses from their Teaching Subjects (6 credits) and that gives a total of 21 credits. In the Bachelor of Arts in Guidance and Counselling offered in this qualification, in the First Year, Semester 1, the students cover Adjustment to Tertiary Education (8 credits), Communication and Academic Skills (12 credits), ICT for End Users (12 credits) and Educational Psychology (1) (12 credits) as fundamental courses. This is followed by other fundamental requisite courses in the second semester which include Historical and Philosophical Perspectives in Education (12), Human Growth and Development (I) (12), Theories and principles of Teaching and Learning (12) and Fundamentals of Guidance and Counselling (1) (12). It is therefore evident that the credit distribution, packaging and nomenclature were different despite similar content areas. The variance in credit allocation 3 points versus 12 is due to use of different models and systems for point distribution however content and coverage are similar.

The other contrast is in that there is no subject teaching in the Bachelor of Education in Guidance and Counselling hence the philosophy and pedagogy of education with methodological strategies and skills for teaching and learning needed to promote guidance and counselling as a comprehensive and systemic learner support service. PIC is not training subject per se because the aim is to strengthening focusing on managing psychosocial needs of learners and families and it is noted that the historic conceptualization and teacher centeredness are bring methodological impediments because teachers have to wear contrasting roles and learners cannot trust them. It is however clear that this qualification is at par at regional level and has related objectives and justification for existence because the education sector needs it at tertiary level.

The second regional comparison was done with another Kenyatta University in Kenya that is offering a Diploma in Guidance and Counselling. One may consider this unnecessary or irrelevant however, for purposes of demonstrating that learners can shift from one qualification level to another with ease hence comparison is included as a professional imperative. In the region, the qualification was therefore compared with the *Diploma in Guidance and Counselling* offered at Kenyatta University in Kenya to establish if it has rigor in attracting transference and portability of credits from the region and it was found that this qualification aligns very well in allowing learners coming out of that diploma qualification to qualify for credit exemption.

The Diploma in Guidance and Counselling as a qualification from Kenyatta University was found to cover sufficient content at Level 6 hence it is sufficed for learners to benefit from portability and transferability of earned credits in the first two years of study. This means learners can come into the last two years of the Degree qualification because both qualifications are in alignment hence credits transfer would be in the upper level courses or modules for continuity of study as learners progressively develop needful acquisition of knowledge, skills and competencies.

The differences were noticed in the way modules were titled. For instance related modules were labelled Research Methods in Counselling (EPS 021); Introduction to Counselling and Psychotherapy (EPS 022); Introduction to Psychology (EPS 023; Introduction to Guidance and Counselling (EPS 024); Personal and Social Counselling (EPS 025); Child and Adolescent Development (EPS 026); Adult Development and Aging (EPS 027); Behavior Modification (EPS 028); Theories of Career Development (EPS 029); Group Counselling (EPS 030); Fundamentals of Communication in Guidance & Counselling (EPS 031); Drugs and Substance Abuse (EPS 032); Ethics in Counselling (EPS 033); Assessment and Evaluation in Counselling (EPS 034); Field Practicum (EPS 035); Project (ESP 036).

The other similarity is that the courses are offered face to face where lecturers come in direct contact with the learners with similar models of assessment and moderation processes although future consideration for distance education is necessary to open access to all learners. It was also evident that there is a balance between theory and practice for learners to effectively translate what they have learned into professional practice. A benchmarking lesson revealed the need to be future oriented in meeting needs of all learners and learning how to package educational material into distance and on-line education in the future, which would open geographical spaces as needful in the increasing global space.

GLOBAL COMPARABILITY (CARRIBEAN):

Global comparison allowed benchmarking to be done with the *International University of the Caribbean* which is offering a Degree in Guidance and Counselling and both are expressing skills and competencies at Level 7 which is the standard for degree qualification. The qualification is housed under the faculty of the *College for Leadership and Theological Studies* whereas the PIC qualification is under the department or faculty of *Education*.

The entry qualification is similar for school leavers as the *International University of the Caribbean* accepts candidates with five (5) CSEC or GCE subjects including English as entrants into the full time face to face study in the Bachelor's degree which is similar to the outlined BGCSE entry requirement in this qualification. There is also similarity in acceptance of direct school leavers to enter and complete the qualification as career educators by completing the same 4 year period of study. The qualification has other entry pathways accessed through what is considered Recognized Prior Learning (RPL) which enables other learners already in the system to reenter tertiary education. The RPL entry requirements in the *International University of the Caribbean* permits diploma and associate degree holders in a related discipline possibility for credit exemption on the first two years which would qualify for credit portability into the upper level courses which is similarly articulated in this qualification following outlined RPL policy guidelines. PIC further opens entry requirement space for Certificate holders and also recognizes relevant work experiences as credible prior learning experiences.

Both qualifications have similar intention of making the qualification a flag ship for practicing Guidance and Counselling teachers at primary, secondary, tertiary and or learning institutes to establish graduates in becoming school and institutional service providers with solid grounding in theory and practice. There is also a shared academic need to empower service providers with sufficient skills and competencies to handle complex psychological, socio-cultural and behavioral issues in schools which is critical in national curriculum development processes. The qualification is therefore offered primarily as a completion qualification designed by nature to target teachers who are diploma graduates and would consequently be already in possession of the required foundational courses in Education and PIC goes beyond to widen education into other community spaces.

The core courses in the *International University of the Caribbean* are similar in content coverage with PIC but different in nomenclature. For instance the modules covered include labelled Introductory courses in Guidance and Counselling, Sociology, Communication Skills, Human Development Strategies, Child Development, Conflict and Stress Management, Context and Content Analysis, Psychology of Learning, Developmental Psychology, Theories/Techniques of Counselling, Career Counselling, Classroom and Behavior Management, Curriculum Development, Abnormal Psychology, Ethical Issues in G&C, Violence Prevention Intervention which are all well conceptually integrated across the PIC curriculum scope.

The International University of the Caribbean graduates can find work as Guidance Counsellors, Teachers, Education Administrator, Ministry of Education worker and Lecturers however PIC recognizes that the guidance and counselling services can also open and widen career and working scope beyond schools to include support communities and organizational settings dealing with children, young people and other vulnerable communities.

GLOBAL COMPARABILITY (AUSTRALIA):

Global benchmarking for *Bachelor of Education in Guidance Counselling* was done against the *Bachelor of Counselling* offered by AIPC. The first notification is on the titles of the qualification and that the former is offered by an independent institution whereas the latter is offered by a professional counselling body to the registered and non-members within and beyond Australia.

The similarity is that the qualification is offered at tertiary Level 7 which is the standard level for an internationally recognized degree qualification. The qualification has been prioritized following the needs assessment that confirmed counselling is still one of the prime qualifications of choice given the complexity of issues that people are facing in developing and developed countries. The *BA in Counselling* offered in Australia similarly targets different tertiary entry groups as some come seeking varying fulfillments. Some come for “counselling skills as an adjunct to their core profession, such as teachers, nurses, ministers of religion, corrective services officers and administrators” whereas others come for a “fresh start in a rewarding profession” but more often some are looking for a vocational counselling qualification so as to supplement their tertiary qualification which is critical in life-long learning. <http://www.aipc.net.au/coursebachelor.php>. In many respects, the content for both qualifications are similar as coverage includes modules or courses such as Academic Writing and Presentation, Human Development, Theoretical and Philosophical Perspectives in Counselling, Practical Application using Practicum Processes, Ethics and Research in Counselling Therapies to mention a few. The assessment procedures are also similar for both qualifications in the way they balance theory with practice and include formative assessment such as tests and assignments with practical application and projects.

Both qualifications are favorably competitive given the breadth and depth of content as well as the exit outcomes evident in the scope of coverage. Both have adequate alignment with exit-level descriptors which are typical for Level 7 which is what is expected at the Bachelor level and also have distinctive elements set in the qualification especially inclusion of the life skills and conflict sensitivity approach that has been built into it. This specialization is needed to strengthen competencies of professionals willing to enter the competitive market space especially where conflict, violence and tensions are overwhelmingly deep.

These requisite competencies are also needed for the globalization of Guidance Counselling as a specialization in Mental Health as it will be factored into the graduate profile for International Association of Counselling (ICN) (2001). In addition, both qualifications develop key knowledge, research, skills and competencies needed for registration and accreditation with professional bodies such as Botswana Counselling Association, Botswana Guidance and Counselling Association, Marriage Counselling Association in Botswana, Botswana Mental Health Association, African Counselling Association, International Counselling Association (IAC) to mention a few have also been considered and graduates would qualify.

The major difference is that although the Australian qualification is offered face to face in some cities such as Sydney, there is a massive learner pool that is accessing the qualification through online learning. This is a learning strategy for providing the training which is different from the face to face modality which is



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foundationally core for the PIC qualification. The online modality works best in situational contexts where the population is well versed with technology but given that many Batswana are still grappling with technological savviness, this form of packaging content for learning may not be very ideal but worth learning from to embrace standards for internationalization in SADC, Africa and beyond.

REVIEW PERIOD

Review is done every 5 years.

Other information – please add any supplementary information to help the application for this qualification for NCQF Registration.

N/A