

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS												
QUALIFICATION DEVELOPER (S)	Phronesis International College											
TITLE	Bachelor of Education in Guidance and Counselling						NCQF LEVEL	7				
STRANDS (where applicable)	N/A											
FIELD	Education and Training						CREDIT VALUE	480				
SUB FIELD	Training											
New Qualification	Legacy Qualification			Renewal Qualification			✓					
	Registration Code			Q0055								
SUB-FRAMEWORK	General Education			TVET			Higher Education			✓		
	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												
<p>RATIONALE:</p> <p>This qualification is renewed in line with the NCQF regulation 18. (3) and the rationale is consistent with what was stated at the time of first registration. The qualification still aligns with key national policy goals of the ETSSP 2015-2020 to improve access, quality, inclusion and equity, accountability and governance in the education system. ETP has witnessed an increase in uptake reflecting demand given that in 2021/2022, there were nine (9) students, 2022/2023, five (5) students, 2023/2024, eight (8) students, 2024/2025, twenty-six (26) students, 2025/2026, twenty-three (23) students with a total of seventy one (71) registered learners. Out of the first enrolled cohort, all 9 have graduated, 2 immediately proceeded</p>												

into a master's in science in Educational Psychology and Clinical Psychology at an international university, one (1) is a temporary teacher support, and others are doing volunteer support services.

HRDC 2025 has prioritised Guidance and Counselling as a critical career need for national development to strengthen school counselling and has also included it as a cross-cutting service, demonstrating that many people need therapy services. Labour-market trends also continue to reflect gaps in career decision-making skills, highlighting the limited competencies needed to align Botswana with a knowledge-based economy. Moreover, deep psychological wounding from protracted effects of COVID 19, moral decadence as well as technological and cyber effects, identity crisis and Gender Based Violence (GBV), drugs, substances and addictions, crime and unemployment, sexual and reproductive health such as Unintended Teenage Pregnancy (UTPs), Sexually Transmitted Diseases (STI's) including HIV and AIDS, illuminate the enduring complexities necessitating the criticality of guidance and counselling services. Dealing with the uncertainty and unpredictability of the future is a difficult reality, compelling learners to adapt quickly by strengthening counselling services with parenting support and socialisation to build resilience through holistic, preventive, comprehensive, responsive, and multidisciplinary human support services.

PURPOSE: (itemise exit level outcomes)

The purpose of this qualification is to produce graduates with specialised knowledge, skills, and competence to:

1. Develop and coordinate effective guidance and counselling programmes to respond to the educational, personal, psychosocial and vocational needs of learners.
2. Conduct case analysis to manage trauma, stress and other critical issues using individual and group therapy sessions.
3. Apply theoretical and philosophical principles in teaching and learning of Guidance and Counselling and link it to life skills and peacebuilding approaches.
4. 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.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

Certificate IV, NCQF level 4 (O' Level equivalent)

There shall be provision for access and inclusion through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer systems in line with ETP Policies.



SECTION B		QUALIFICATION SPECIFICATION	
Assessment Criteria outcomes:			
GRADUATE PROFILE (LEARNING OUTCOMES)		ASSESSMENT CRITERIA	
<p>1.0. Apply advanced theoretical and philosophical principles in guidance and counselling and link them to healthy adjustment in human growth and development.</p>	<p>1.1. Integrate theoretical and philosophical principles and assumptions to inform a deeper understanding of guidance and counselling practice.</p> <p>1.2. Select pedagogical and methodological principles for effective teaching and learning of guidance and counselling.</p> <p>1.3. Reinforce principles of Life Skills and Peacebuilding to promote the culture of peace when planning learner support interventions.</p> <p>1.4. Select and use the strength-based model to inform participatory and inclusive methodologies relevant for guidance and counselling.</p> <p>1.5. Apply emotional intelligence and other adaptive 21st century principles in “<i>botho</i>” to strengthen self-awareness and personal development to cope and adjust with issues of life, including work-related burnout.</p> <p>1.6. Model principles of human rights to promote participatory, inclusive, facilitative and interactive methodologies when dealing with learners and other vulnerable groups.</p> <p>1.7. Monitor and document learning outcomes that are appropriate for guidance and counselling sessions/lessons.</p>		

<p>2.0. Apply expert knowledge in human development and relate it to sexuality and reproductive health issues.</p>	<p>2.1. Analyse the significance of developmental growth processes from conception to death in shaping human behaviour, learning, and counselling across the lifespan.</p> <p>2.2. Integrate knowledge on developmental milestones when planning preventive and responsive human support services.</p> <p>2.3. Formulate age and context-appropriate services and interventions to address sexuality and reproductive health issues of learners.</p>
<p>3.0. Demonstrate specialised use of tools and instruments to conduct assessments and use the information to plan appropriate guidance and counselling interventions, including learner profiling.</p>	<p>3.1. Select appropriate assessment tools to conduct an assessment to identify the presenting issues and concerns of clients.</p> <p>3.2. Design and apply appropriate interventions and services to support the specific needs and concerns of learners.</p> <p>3.3. Integrate the supervised use of DSM V as a psychological framework when dealing with psychosocial issues.</p> <p>3.4. Adhere to ethics and cultural sensitivity in assessment procedures to inform effective interventions.</p> <p>3.5. Collaborate in supporting the learner profiling processes and procedures.</p>
<p>4.0. Conduct case analysis to manage trauma, stress and other critical issues in individual and group therapy sessions.</p>	<p>4.1. Apply case analysis approach to effectively understand, manage and respond to trauma, stress and other critical life issues.</p> <p>4.2. Establish safe and secure spaces for traumatised clients to share their experiences and to increase access to therapy services.</p>

	<p>4.3. Select and use appropriate therapeutic skills, techniques and interventions to deal with trauma, stress and other presenting issues.</p> <p>4.4. Provide feedback under supervision on the therapeutic effects of counselling therapy on clients and services.</p> <p>4.5. Integrate the strength-based model in Case Analysis and management to promote preventive and protective human care services.</p>
<p>5.0. Design and offer guidance on career development and sensitise learners to the world of work.</p>	<p>5.1. Conduct learner profiling using proper tools and instruments to inform subject selection and career decision-making.</p> <p>5.2. Conduct career guidance fairs and clinics and expose learners to the realities of the world of work.</p> <p>5.3. Link learners with role models and mentors through career guidance activities, including job shadowing.</p> <p>5.4. Develop effective career information centres to deliver current and relevant careers and learner support services.</p> <p>5.5. Design and implement comprehensive and multidisciplinary school guidance and counselling services and programmes.</p> <p>5.6. Conduct effective stakeholder engagement mapping and state their roles and functions in the school guidance and counselling programme.</p>
<p>6.0. Apply leadership and supervision skills and relate them to professional accountability in service delivery.</p>	<p>6.1. Demonstrate integrated principles of transformational leadership and supervision in service delivery.</p>

	<p>6.2. Use appropriate leadership and supervision styles and analyse their effects on quality service delivery.</p> <p>6.3. Integrate leadership and supervision skills and competencies required in accountable service delivery.</p> <p>6.4. Analyse the role of effective and accountable leadership and clinical supervision and its effects on ethical guidance and counselling services.</p>
<p>7.0. Apply ethico-legal principles in decision-making and problem-solving when dealing with complex issues, in line with established codes of ethics, while also demonstrating multicultural and ethnographic sensitivity in guidance and counselling practice.</p>	<p>7.1. Examine how personal, cultural and systemic biases, prejudices, and ethical dilemmas shape ethical or unethical guidance and counselling practice.</p> <p>7.2. Identify and reflect on power dynamics in counsellor-client interactions and their impact on the quality of therapeutic interventions.</p> <p>7.3. Use ethical and legal frameworks to guide problem solving and decision making in guidance and counselling practice.</p> <p>7.4. Participate in professional associations and reflect on ethical codes to enhance ongoing professional development and service quality.</p> <p>7.5. Demonstrate advanced understanding of human development processes using ethnographic principles to learn about people from their own culture of origin.</p> <p>7.6. Use multicultural frameworks to understand and address diverse client needs and contexts.</p> <p>7.8. Employ therapeutic principles in creative, innovative, and play therapy techniques to address counselling needs across unique populations.</p>

	<p>7.9. Utilise an indigenous and culturally sensitive lens to inform guidance and counselling services to ensure they respect and respond to unique cultural backgrounds.</p>
<p>8.0. Conduct basic and applied research to inform guidance and counselling programmes with policy and advocacy practices that support human development services.</p>	<p>8.1. Demonstrate advanced understanding of research principles and assumptions that inform guidance and counselling services and programming.</p> <p>8.2. Apply research skills, techniques and strategies to develop and execute different studies following identified qualitative and quantitative methods.</p> <p>8.3. Demonstrate the link between policy and advocacy as it informs guidance and counselling programming across the varied scope of operation.</p> <p>8.5. Conduct mapping of research studies and policies that inform programming for human support services.</p> <p>8.6. Participate in collaborative research and policy initiatives for continual professional growth and development.</p>

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [5]	Level [6]	Level [7]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Life Skills & Peace Building Education	8			8
	Introduction to ICT	8			8
	Communication and Academic Skills	8			8
	Introduction to Psychology		12		12
	Anatomy and Physiology of Human Development			12	12
	History and Philosophy of Guidance & Counselling			12	12
	Fundamentals of Guidance and Counselling			12	12
CORE COMPONENT Subjects/Courses/ Modules/Units	Abnormal Psychology			12	12
	Emerging Issues in Guidance, Counselling and Education			12	12
	Emotional and Social Intelligence		8		8
	Theories and Principles of Teaching and Learning			12	12
	Theories of Guidance and Counselling			12	12
	Pre-Practicum		10		10
	Educational Psychology			12	12

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Substance Use and Addictions			12	12
Ethnographic Sociology			12	12
Multicultural Issues in Counselling			12	12
Introduction to Research			12	12
Applied Research			20	20
Counselling Skills and Techniques (Micro Skills 1)			12	12
Group Dynamics			12	12
Methodology of Teaching and Learning Guidance and Counselling			12	12
Programme Development			12	12
Assessment & Diagnostics			12	12
Career and Vocational Development			12	12
Policy & Advocacy in Guidance and Counselling			12	12
Counselling Skills and Techniques (Micro-Skills 2)			12	12
Ethico - Legal Issues			12	12
Case Analysis and Management			12	12
Trauma Counselling			12	12
Creative and Play Therapy			12	12
Practicum			14	14
Transformational Leadership			12	12
Clinical Supervision in Counselling			12	12
Internship / Attachment			60	60

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STRANDS / SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level [5]	Level [6]	Level [7]	
		ELECTIVES (20 credits)	OPTION ONE: Entrepreneurship Counselling OR HIV and AIDS Counselling		10
	OPTION TWO: Correctional Counselling OR Grief Counselling		10		10

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
5	24 Credits = 5%
6	50 Credits = 10%
7	406 Credits = 85%
TOTAL CREDITS	438 Credits = 100%

Rules of Combination:

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

Fundamentals: Level 5 - Credits 24 (5%)
Fundamentals: Level 6 - Credits 12 (2%)
 Fundamentals: Level 7 - Credits 36 (8%)
Core: Level 6 - Credits 18 (4%)
Core: Level 7 - Credits 370 (77%)
Electives: Level 6 Credits 20 (4%)
Total 480 Credits
 Learners choose 2 electives worth 20 Credits (4%)

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ASSESSMENT ARRANGEMENTS

Assessment Combinations:

Formative assessment is 60%, and Summative Assessment is 40%.

Assessment shall be conducted by BQA registered and accredited assessors with master's Degrees in Guidance and Counselling or related.

MODERATION ARRANGEMENTS

Moderation shall be conducted by BQA registered and accredited moderators with master's Degrees in Guidance and Counselling or related.

RECOGNITION OF PRIOR LEARNING

There shall be provision for the award of credits towards this qualification through Recognition of Prior Learning RPL in line with ETP policies.

CREDIT ACCUMULATION AND TRANSFER

There shall be provision for the award of credits towards this qualification through Credit Accumulation Transfer (CAT) in line with ETP policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Vertical Articulation:

- Master of Education in Guidance and Counselling
- Master of Arts in Guidance and Counselling
 - Counselling/Psychotherapy
 - Rehabilitation Counselling
 - Family and Marriage Therapy
 - Addiction and Substance Abuse Counselling
 - Correctional Counselling

- Social Work
- Educational Psychology
- Clinical Psychology
- General Psychology
- Psychology: Research

Horizontal Articulation:

- Bachelor of Arts in Guidance and Counselling

Horizontal Articulation: Employment Pathway

- Guidance & Counselling Practitioner
- School Guidance and Counselling Practitioner
- Rehabilitation Counsellor / Special Needs Practitioner
- Career / Vocational Guidance Practitioner
- Mental Health Practitioner
- Health and Wellness Practitioner
- Community Counsellor
- Trauma Counsellor
- Correctional Counsellor
- Marriage Counsellor
- Human Support Service Practitioner
- Industrial and Occupational Practitioner
- Special and Social Support Service Practitioner
- Industrial Counsellor

QUALIFICATION AWARD AND CERTIFICATION

- **Credits:** 480 credits
- **Title of the award:** Bachelor of Education in Guidance and Counselling

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

REGIONAL COMPARABILITY: MOI UNIVERSITY IN KENYA:

Benchmarked against the Kenya National Qualifications Framework (KNQF)

Similarities:

The same title, Bachelor of Education in Guidance and Counselling, is offered at MOI University in Kenya. The Kenya National Qualification Framework uses a 10-level framework, where 1 credit equals 10 notional hours, like the NCQF. The bachelor's degree, with 480 credits, translates to 4800 hours of study over 4 years. Across more than 80% of the learning domains, content is similar, and both use formative and summative assessments. The learning outcomes qualify a graduate to apply a body of knowledge in a specific context to undertake professional work in the area of Guidance and Counselling as applied in clinical and educational contexts, and have a pathway for research and further learning.

Differences:

The qualification uses different nomenclature in labelling modules, but more than 70% of the content is similar.

Summary: These two qualifications are similar and comparable.

INTERNATIONAL COMPARABILITY:

Similarities:

The title is Bachelor of Arts in Guidance and Counselling offered by Jamaica Theological Seminary (JTS) in Kingston, Jamaica. The content area and learning outcomes are covered over 4 years, and the focus is on equipping graduates with the knowledge, skills, and competencies to deliver and manage clinical mental health services, with a focus on Guidance and Counselling services as applied in education. There is more than 70% similarity in the content area, and both theoretical and practical fieldwork are covered. The formative and summative assessments are applied, and the qualification leads to similar educational and employment pathways.

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Difference:

The title is differently labelled as Bachelor of Arts, with some Christian and Jamaican perspectives added, but these are a few modules compared to the more than 70% content that is similar and generic in nature. The National Qualifications Framework of Jamaica (NQF-J) places a degree at Level 5, whereas the National Credit Qualification Framework is at Level 7, because countries use different credit-weighting systems.

Summary: Both qualifications are similar and comparable.

REVIEW PERIOD

5 years in line with NCQF regulations

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For Official Use Only:

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