

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION							
SECTION A							
QUALIFICATION DEVELOPER		Phronesis International College (PIC)					
TITLE		Bachelor of Arts in Rehabilitation Counselling			NCQF LEVEL		7
FIELD	Health and Social Sciences		SUB-FIELD		Rehabilitation 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 At the top of the prioritized occupations by HRDC are the special needs teachers, lecturers and clinicians with specialized expertise in Counselling and Psychotherapy (HRDC, 2016:14). The Convention on the Rights of Persons with Disabilities (CRPD) and other global instruments advance advocacy on the need for quality life for people living with diverse disabilities (UNCPRD 2006) and Vision 2036 reiterates the value for Botswana to promote qualifications that promote skills training and development that fits into the Life Cycle Model (NHRD Strategy 2009). A consultative and validation processes in program development as well as the needs assessment survey included professionals people working and living with disabilities, special needs officers and teachers, members of the Botswana Counselling Association, church leaders, guidance and counselling teachers, private practitioners, NGOS where special counselling training needs for people living with disabilities were affirmed as a major training gap. Botswana Vision 2036 (p.23,15) takes cognisance that education and skills development form the basis for human resource development hence the drive towards a 'knowledge-based economy' as reiterated in The Botswana Education and Training Sector Strategic Plan (ETSSP 2015-2020). The qualification also opens training opportunity for school leavers, professionals in the market and those willing to change careers in the private and public sector. Therefore, the nature of the training envisioned in the Bachelor of Rehabilitation Counselling is that which will address the psycho-socio-cultural, economic and comprehensive needs at local and global level. Moreover, Vision 2036 has isolated some key imperatives including transformation, national values especially tolerance and diversity, innovation, flexibility and resilience which is part of the learning outcomes in this qualification. Tertiary education focusing on counselling and mental health becomes a national strategy in managing volatile challenges such as violence, acute depression and posttraumatic stress which are a major productivity cost hence the need for 'inclusive and equitable quality education' with provision of 'lifelong learning opportunities for all' (MoFDP NDP 11, 2016; Sustainable Development Goals; NDP 11; Vision 2036). PURPOSE In most of the training qualifications, Rehabilitation Counselling is offered as a modular course and few if any are offering it as a counselling specialization. The purpose for this qualification then is unique in value							

addition in the way it is targeting a vulnerable and yet major group whose needs are highly specialized. The qualification is desirable not only in empowering service providers with desirable skills and competencies but also in upgrading graduate holders into higher level positions to rise in meeting corresponding demands for emerging responsibilities. The qualification therefore has a strategic contribution in increasing access to mental health services and in building a knowledge-based economy using the unique skills and competencies to confidently handles multidisciplinary service delivery. The motive therefore is to leverage on another counselling specialization where the corresponding psychosocial care teams will value inclusivity in promoting restoration, prevention and protection for psychosocial safety. All training programmes in this specialization will ensure that services are offered under supervision in accordance with ethico-legal principles and standards as referenced in the legislation and other relevant codes of practice.

ENTRY REQUIREMENTS (including access and inclusion)

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

- NCQF Level 4, Certificate IV or equivalent, with minimum of C in any 5 relevant subjects, including English language; OR
- Any relevant qualification at NCQF Levels 5 and 6 in any Counselling related discipline; OR
- Recognition of Prior Learning (RPL) following assessment by the Academic Board may be given to;
 - Candidates with evidence of at least 3 years relevant work experience in a counseling environment; OR
 - Mature entrants with Certificate in Counselling or a related area with 2 years relevant work experience and also need to pass
 - ✓ 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 may 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. Apply 21st century skills and demonstrate confidence to compete in the local and international market.	1.1. Reflect self-awareness in personal development 1.2. Demonstrate understanding principles of emotional and social intelligence 1.3. Relate attributes of <i>botho</i> in self-awareness 1.4. Apply information and technological skills in daily living. 1.5. Practice communication and the art of public speaking. 1.6. Reflect integrated and balanced personal growth and development in daily life.	
2.0. Demonstrate understanding the origin of disabilities and implications on rehabilitation counselling.	2.1. Define understanding of the human anatomy and establish physiological dimensions on disabilities. 2.2. Demonstrate understanding of dynamics of human growth and implications on developmental milestones. 2.3. Establish kinds of disabilities and their symptomatic manifestations. 2.4. Demonstrate understanding effects of pathology on psychological conditions of disability. 2.5. Analyze indigenous and traditional forms of human care and support on people living with disabilities	
3.0. Demonstrate theoretical understanding and principles of rehabilitation counselling.	3.1. Establish the contribution of key theoretical perspectives and their proponents in rehabilitation counselling. 3.2. Demonstrate how theories and principles of rehabilitation counselling shape counselling and mental health. 3.3. Recognize the historical and philosophical understanding of disabilities and its significance on mental health. 3.4. Articulate how psychosomatic and other mental illnesses relate to the quality of mental health. 3.5. Recognize DSM IV as a psychological framework and promote basic appreciation in the expression of psychological behaviors 3.6. Analyze gender implications and cross cutting themes on people living with disabilities. 3.7. Identify universal values and principles of helping and how they intersect with rehabilitation counselling.	
4.0. Apply basic assessment and diagnosis in disability to inform intervention plans	4.1. Identify the basic principles of assessment and diagnosis 4.2. Discuss the significance of assessment and diagnosis on rehabilitation and other helping processes. 4.3. Apply basic assessment and diagnostic procedures in rehabilitation counselling. 4.4. Demonstrate ability to develop basic assessment tools to inform practice. 4.5. Use assessment and diagnostic tools in the generation of data. 4.6. Conduct basic interpretation of the generated data.	

	4.7. Use assessment data to develop and or suggest appropriate rehabilitation intervention plans and strategies. 4.8. Promote liaison with key stakeholders for quality input in service delivery.
5.0. Design and implement multi-disciplinary rehabilitation counselling programmes.	5.1. Conduct needs assessment to inform rehabilitation counselling services. 5.2. Establish the principles of multidisciplinary care and support teams and the significance it has on people living with disabilities. 5.3. Demonstrate understanding of the guidance and counselling components and identify the services needed for rehabilitation support. 5.4. Practice mutual participation on goal setting and outcome development with stakeholders. 5.5. Apply strategies for developing and implementing effective support services. 5.6. Apply values and attributes that promote accountability and ownership in human support services. 5.7. Generate lessons and insights applicable for counselling interventions relevant for people living with disabilities.
6.0. Apply skills, techniques and strategies that promote preventive and restorative rehabilitation counselling.	6.1. Demonstrate therapeutic principles and conditions necessary for promoting therapeutic healing relationships with people living with disabilities. 6.2. Apply counselling skills and techniques for effective interaction with people living with disabilities. 6.3. Use counselling values and principles to translate theory into practice for therapeutic engagement. 6.4. Set up intervention plans and strategies modelled on preventive and restorative care and support practices. 6.5. Establish ethical boundaries in human support services.
7.0. Employ key therapies to support and manage stress and trauma.	7.1. Identify stress and burnout inducing factors on people living with disabilities. 7.2. Establish sources of trauma and their effects on people with special needs. 7.3. Identify sources of stress and trauma on providers of care and support for people living with disabilities. 7.4. Recognize symptomatic indicators pre-disposing people living with disabilities to mental health problems. 7.5. Apply basic trauma counselling skills, techniques and strategies. 7.6. Demonstrate basic counsellor attributes in trauma healing and counselling. 7.7. Compare and contrast indigenous and professional rehabilitation practices and implications on trauma healing.
8.0. Facilitate vocational and case load management for people living with disabilities.	8.1. Demonstrate understanding the principles of vocational and case load management. 8.2. Differentiate cases that need vocational and case load management.

	8.3. Document procedures and techniques for executing vocational and case load management procedures. 8.4. Apply skills and strategies for closure and termination in case load management. 8.5. Establish collaborative referrals and networking systems. 8.6. Promote reporting and documentation and facilitate effective storage in case load management.
9.0. Promote clinical supervision and transformational leadership in rehabilitation counselling.	9.1. Demonstrate understanding principles in clinical supervision and transformational leadership. 9.2. Identify and utilize supervision tools to guide rehabilitation counselling practitioners in managing daily practice. 9.3. Apply clinical counselling supervision procedures to resolve complex issues. 9.4. Identify components of transformational leadership. 9.5. Examine personal counsellor leadership attributes and its significant application on rehabilitation counselling.
10.0. Demonstrate ethical and multi-cultural sensitivity in rehabilitation counselling.	10.1. Demonstrate understanding ethical and multicultural principles in rehabilitation counselling 10.2. Identify and discuss culture and diversity issues in rehabilitation and mental health care practice 10.3. Apply ethical decision making model and demonstrate accountability in rehabilitation counselling processes. 10.4. Recognize counsellor qualities and attitudes essential for managing ethical and multicultural sensitivities. 10.5. Support innovative and creative opportunities in rehabilitation and other helping professions. 10.6. Participate in professional counselling and mental health associations.
11.0. Monitor and evaluate the attainment of outcomes in rehabilitation counselling.	11.1. Apply theoretical principles of monitoring and evaluating outcomes in rehabilitation counselling. 11.2. Apply monitoring and evaluation skills to conduct periodic assessments on rehabilitation counselling. 11.3. Establish appropriate intervention plans and strategies for relapse, prevention, exit and referrals. 11.4. Document assessment lessons and insights and use them to strengthen performance. 11.5. Promote evidence-based services and periodic engagement with stakeholders.
12.0. Conduct research and promote evidence generation to inform rehabilitation counselling practices.	12.1. Conduct research to generate lessons and insights that inform future programming. 12.2. Engage in professionally researched rehabilitation counselling practices. 12.3. Apply basic research skills to support professional development, leadership and stakeholder participation. 12.4. Participate in professional bodies and share research and evidence generation.

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FUNDAMENTAL COMPONENT	Title	Level	Credits
Modules 16%=76 credits	Communication and Academic Skills	5	8
	Computer Skills for End Users	5	8
	Emotional and Social Intelligence	6	12
	Human Growth and Development	6	12
	Psychology	7	12
	Anatomy and Physiology of Human Development	7	12
	Abnormal Psychology	7	12
			76
CORE COMPONENT			
Modules 79%=380 credit	Historical & Philosophical Perspectives in Rehabilitation Counselling	7	12
	Theoretical and Conceptual Perspectives in Rehabilitation Counselling	7	12
	Neurological and Brain Development	7	12
	Substance Abuse and Addictions	7	12
	Group Dynamics	7	12
	Counselling Skills and Techniques	7	14
	Family and Systems Dynamics	7	12
	Psychology of Physical Health	7	12
	Psychology of Gender	7	12
	Biomedical and Pharmacotherapy	7	12
	Ethnographic Sociology	7	12
	Community Counselling	7	12
	Career and Vocational Development	7	12
	Creative and Play Therapy	7	12
	Correctional Counselling	7	12
	Case Load Analysis and Management	7	14
	Practicum 1	7	14
	Practicum 2	7	14
	Spiritual Counselling	7	12
	Multiculturalism Issues	7	12
	Programme Development	7	12
	Policy and Advocacy	7	12
	Research and Evidence Generation	7	12
	Ethico-Legal Issues	7	12
	Leadership and Supervision	7	12
	Reflective Personal Development	7	12
	Internship	7	60
	Total Credits =79%		380
ELECTIVE COMPONENT			
Modules 5%=24 credits (Choose any 2 courses)	HIV and AIDS Management	7	12
	Conflict Sensitivity Education	7	12
	Life skills and Peace Building Education	7	12
	Conflict Resolution and Mediation	7	12
	Choose 2 courses =5%		24

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

Distribution by components:

- Fundamental 112
- Core 344
- Electives 24 (Candidates will choose 2 electives)
- Total 480**

Distribution by level:

- Level 5 credits = 16 which is equivalent to 3%
- Level 6 credits = 24 which is equivalent to 13%
- Level 7 credits = 440 which is equivalent to 84%
- TOTAL=480 credits and that is 100%**

ASSESSMENT AND MODERATION:

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 learning outcomes against which assessments are to be carried out
- whether the assessment tasks or questions can enable the assessor to collect sufficient evidence that is typical of relevant exit level descriptors.
- if the cover page contains all necessary information
- if the assessment instrument layout is appropriate and that wording of assessment tasks or questions is appropriate.
- if the 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

Pre-assessment moderation requirements:

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

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Moderators verify that assessments have been done according to compliance procedures as set on policy guidelines and that:

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- calculation of marks has been done correctly
- necessary records and reports have been completed

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 AND INTERNSHIP PROCEDURES:

Supervision of Practicums and Internship Procedures:

- Practicum and internship are specially arranged experiential moments for learners to practice learning
- They allow counsellor trainees to solidify theory into practice under professional supervision and guidance
- They open learning to be crystallized in real work settings
- They require learners to apply knowledge, skills to demonstrate applied counselling competencies
- They allow interaction with the true culture of a practicing professional counsellor under supervision
- They are applied within defined ethical and operational codes of practice
- They promote shaping of ethical and professional boundaries in counselling practice
- Both practicum and internship experiences are mandatory for successful graduation – no waiver
- supervision from a qualified resident counselling practitioner on site is mandatory
- present on periodic basis their personal and group counselling tapes and cases
- complete documentation per the designated site requirements and standards is needed

Requirements for eligibility in practicums:

Practicum expectation:

All learners are considered eligible for practicum, however they must

- must have completed at least one third of the course content to do practicum
- demonstrate knowledge, skills and attitudes including theory and micro-counselling skills in practice
- express an ethically sound practicing counsellor training model for personal and professional practice
- demonstrate indicators of emotional and social balance with relevant coping skills and strategies
- apply cross cultural sensitivity across all counselling and related interaction processes
- happen a semester prior to internship for counsellor preparation purposes
- allow learners to synthesize theoretical learning in class into practical application
- allow learners to share feedback on regular individual and group counselling cases
- promote regular supervision to happen from internal site and incoming academic staff
- prepares learners for longer internship period as set in academic policies and regulations
- submit application for practicum and internship a semester ahead
- receive approval by the Academic Board to participate and must happen prior to registration

○ ***Internship expectation:***

All learners are considered eligible for internship, however they must

- have practicum experience which is mandatory for successful internship and graduation – no waiver
- complete 60 credits and 40 should be on direct counselling sessions
- have completed and passed all course content to do internship
- demonstrate knowledge, skills and attitudes including theory and micro-counselling skills in practice
- have preliminary arrangements with written commitment from the supervising site
- ascertain supervision from a qualified and or certified resident counselling practitioner on site
- complete documentation per the designated site requirements and standards
- demonstrate ethical application as per approved code of ethics with multicultural sensitivity
- show personal and professional theory translation into practical application model

- increase self-development through self-evaluation and develop in strengths and weakness
- have platforms for periodic supervision for feedback from site supervisors and staff supervisors
- platforms for peer reviews and peer counselling sessions as part of feedback is required
- ensure working staff have time out because they cannot use their own working sites for internship
- ensure practicum and internship requirements are handled during the learning process
- express an ethically sound practicing counsellor training model
- demonstrate indicators of emotional and social balance with relevant coping skills and strategies

Clinical supervision standards:

All learners are considered eligible for clinical counselling supervision and need to

- attend bi-weekly clinical dyadic or triadic supervision for personal and professional issues
- conduct professional reflection on one-on-one for self-growth practice as a graduation requirement
- present on periodic basis their personal and group counselling tapes and cases
- reflect on ethical application as a binding standard of professionalism is required
- recognize/observe of site policies and procedures in learning sessions
- reflection on how they translate theory into practical application
- attend regular and or intensive reflective classes or seminars
- present on periodic basis their personal and group counselling tapes and cases

RECOGNITION OF PRIOR LEARNING (if applicable)

Recognition of Prior Learning (RPL)

- Permission for candidates to submit evidence for prior learning is granted.
- This means provision of any other supporting documents to prove existence of competencies or skills
- Appropriate assessment of RPL may lead to an award of credits towards the qualification.
- The execution of the assessment is done in accordance with applicable college RPL and relevant 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:

Graduates will acquire qualification Level 7 but may consider pursuing further qualifications for purposes of realigning, multiskilling, repositioning, retooling to increase opportunities to go into other areas. This will enable them to fit well into Education and Training, policy development, Teaching and Lecturing, Human Resource Development, Occupational Support, Psychosocial Social Support Services to mention a few.

Graduates may educationally progress into these qualifications:

- MSc or MA Degree in
 - Rehabilitation Counselling

- Counselling / Psychotherapy
- Community Counselling
- Guidance and Counselling
- Family and Marriage Counselling
- Mental Health
- Psychology
- Addiction Counselling
- Sports Therapy

Employment Pathways:

Graduates from this qualification will have requisite skills, competencies and attributes to work in a broad range of working environments as officers or at managerial levels as:

- School Guidance and Counsellors/Officers/Managers
- Pastoral Care Officers/Managers
- Career Guidance and Counselling Officers/Managers
- Mental Health Practitioners/Officers/Managers
- Child and Youth Therapists/Officers/Managers
- Trauma Counsellors/Officers/Managers
- Rehabilitation Counsellors/Officers/Managers
- Wellness and Occupational Counsellors/Officers/Managers
- Industrial Counsellors/Officers/Managers
- Community Counsellors/Officers/Managers
- Youth Friendly Officers/Officers/Managers
- Conflict and Resolution Counsellors/Officers/Managers
- Forensic Counsellors for Children's Issues/Officers/Managers
- Social Work Counsellors/Officers/Managers
- Advocate Officers for Children's and Vulnerable People/Officers/Managers
- Social Work Counsellors/Officers/Managers

QUALIFICATION AWARD AND CERTIFICATION

Certification and standards for awarding certificates:

- Candidates who satisfactorily meet the Level 7 with 480 credit requirements as prescribed will be awarded the qualification.
- Candidates are expected to attain the stipulated total credits inclusive of the fundamental, core and elective components for them to be awarded the qualification.
- Awards are granted in accordance with prescribed standards for qualifications 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

INTERNATIONAL COMPARABILITY (UNIVERSITY OF SCRANTON IN USA):

The *University of Scranton* in the United States of America is a Jesuit college with a deliberate purpose to inculcate exceptional knowledge, skills, value, attitudes and competencies. In PIC, the qualification is offered as a Bachelor of Science (Rehabilitation Counselling) under the field of Health and Human Sciences

whereas Scranton University has packaged the qualification under the field under Counselling and Human Services but it consequently leads to BSc in Rehabilitation Counselling.

Both qualifications have defined entry requirements for standard learners coming from equivalence of BGCSE with a proven competency in English as a language of instruction but are also open to recognition of prior learning as they accommodate previous learning and working experiences. In addition to promoting a rich critical thinking with foundational skills, the University of Scranton qualification shares a PIC's philosophical and methodological approach to produce very highly functional and ethically and multi-culturally sensitive reflective counselling learners. Just like PIC, University of Scranton is intentional about producing highly integrated and exceptionally defined compassionate, empathetically caring and reflective practitioners with skills and attitudes to serve as social catalysts and to contribute influential, impactful and transformative community leaders who apply integrated and culturally sensitive rehabilitation counselling competencies. There is a balance in distribution of fundamental, core and electives to support a sensitive psychosocial environment however the credits systems are different because of Botswana and USA have differing credit distribution systems but content and coverage is similar albeit with varied use of nomenclature.

Students in both qualifications expected to demonstrate academic excellence by maintaining a certain level of performance but of major comparison is that both qualifications have a solid balance in theory and practice with practicum and internship hours and an integrated community projects in addition to fulfillment of internship. There is commitment towards life long and developmental programming with a strong nexus between 'counselling, skills development, social work systems, rehabilitation services, field experiences, and internship'. Courses are sequentially aligned in a way that allow grounding in normal and abnormal growth and adjustment processes, balancing theory with practice through internship and a strong community based learning support processes. The aim in both qualifications is to open professional entry into a fresh counselling specialization as well as to open working contexts across a range of environments hence application in local, regional and global contexts.

Just like in PIC, the Scranton University qualification is designed to allow students to cover similar foundation core courses especially *Introduction to Human Adjustment, Human Services Systems, Case Management and Interviewing, Theories of Counselling, Research Methods, Multiculturalism in CHS, Administration in Human Services, Career Seminar, Group Dynamics, Crisis Management, Internship in CHS and Advanced Internship in CHS* which are very well covered in the PIC course outline.

The other difference is that the Scranton University is fairly a mature qualification given that the institution has been in existence for long and has also received professional accreditation in 2006 with the Council for Standards in Human Services Education (CSHSE) and American Counselling Association whereas for PIC, the institution is new as well as the qualifications. Notwithstanding, there is a purposeful intention for the qualifications to be accredited with Botswana Council of Mental Health and the Botswana Counselling Association and to align with the ethical requirements for professional standards in service delivery.

REGIONAL COMPARABILITY (*International University of the Caribbean*):

The regional comparison makes *Bachelor of Science in Rehabilitation Counselling* to be not easy due to the unique nature of the qualification with quality content and exit outcome descriptors predominantly pegged at Level 7. This qualification has been prioritized with people living with unique disabilities as a target population especially at tertiary level with specific focus in the area of counselling. Many institutions

are nevertheless excellent with generic Counselling, Guidance and Psychotherapeutic courses but few target Counseling for people with *Special Needs* as a counselling specialization.

Global comparison allowed benchmarking 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 Sciences.

The entry qualification is similar for the *International University of the Caribbean* accepts candidates with five (5) CSEC or GCE subjects including English into the full-time face to face study which is similar to BGCSE and also similarity in the 4 year period of study. The qualification considers 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 RPL policy guidelines. PIC further opens entry requirement space for Certificate holders and recognizes relevant work experiences as credible prior learning experiences.

Both qualifications have similar intention of making the qualifications a flag ship for practicing 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. 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 rehabilitation counselling services can also widen career and working scope beyond schools to include support communities and organizational settings dealing with children, young people and other vulnerable communities.

REVIEW PERIOD

The review will be conducted in 5 years' time.

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

N/A