

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS												
QUALIFICATION DEVELOPER (S)	Phronesis International College											
TITLE	Bachelor of Arts in Rehabilitation Counselling						NCQF LEVEL		7			
STRANDS (where applicable)	N/A											
FIELD	Health and Social Services						CREDIT VALUE		480			
SUB FIELD	Social Services											
New Qualification	Legacy Qualification			Renewal Qualification			✓					
	Registration Code			Q0056								
SUB-FRAMEWORK	General Education			TVET			Higher Education			✓		
QUALIFICATION TYPE	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>This qualification is renewed in line with the NCQF regulation 18. (3) and the rationale is still relevant to what was submitted at the time of first registration. HRDC Priority Skills Report 2026 for Botswana places emphasis on the development of human resources for job readiness, and Counsellors and Rehabilitation Psychologists are prioritised. The qualification is needed to drive the transformation agenda towards a more knowledge-based, globally competitive economy. It aligns with the ETSSP 2015-2020 in advancing key policy goals towards improving access, quality, inclusion and equity, accountability and governance in the education system. The ETP noticed a gradual increase in uptake: 2022/2023 had three (3); 2023/2024 had zero (0); 2024/2025 then rose to eleven (11); and 2025/2026</p>												

maintained eleven (11), giving a total of twenty-five (25). The three (3) from the first cohort of 2022/2023 are yet to complete in 2026, hence there are no graduates as yet.

A professionally trained Rehabilitation Counsellor not only acquires specialised knowledge, skills and behavioural repertoire to design culture- and context-appropriate interventions but is also equipped to provide therapy to individuals, families, groups, communities and organisations in response to their social and personal difficulties. They develop skills, access resources, and offer support services needed to respond to issues arising from unemployment, poverty, disability, addictions, criminal and delinquent behaviour, marital and other problems. They integrate practical approaches that empower personal and family independence, promote community reintegration, and improve quality of life for vulnerable populations. The qualification also closes a gap by registering a specialised career pathway in which practitioners will observe standards aligned with the professional code of practice.

PURPOSE: (itemise exit level outcomes)

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

1. Develop, implement and monitor preventive and adjustive rehabilitation counselling programmes with well-coordinated correctional and community-related interventions that are informed by policy and advocacy that suits persons with disabilities.
2. Apply the theoretical and philosophical principles underpinning rehabilitation counselling and use them to appropriately interpret presenting issues from vulnerable and marginalised groups in alignment with the scope of practice.
3. Conduct assessments and diagnoses to inform the necessary rehabilitation counselling analysis and work collaboratively with other multidisciplinary teams using a culture-sensitive lens to strengthen referrals and coordinated service delivery.
4. Demonstrate competence in the integrated use of techniques and strategies that are relevant in rehabilitation counselling and go beyond to include practical approaches that foster independence and community integration to increase access and inclusivity to therapy sessions.
5. Apply rehabilitation counselling services in line with standards to meet expected levels of professionalism as set in the code of practice and legislation.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

Certificate IV, NCQF level 4

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.



BOTSWANA
Qualifications Authority

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SECTION B		QUALIFICATION SPECIFICATION	
Assessment Criteria outcomes:			
GRADUATE PROFILE (LEARNING OUTCOMES)		ASSESSMENT CRITERIA	
<p>1.0. Apply advanced theoretical and philosophical principles in rehabilitation 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 rehabilitation counselling issues and related practices.</p> <p>1.2. Apply emotional intelligence and other adaptive 21st century principles to integrate self-awareness and “<i>botho</i>” in personal development to cope and adjust to issues of life, including work-related burnout.</p> <p>1.3. Model principles of human rights to promote participatory, inclusive and facilitative interactive methodologies when dealing with vulnerable and other groups.</p> <p>1.4. Appraise the role and purpose of theoretical outcomes when planning for rehabilitation counselling interventions.</p>		
<p>2.0. Demonstrate specialised understanding of the neurology of the brain in relation to sources of disabilities and their effects on quality of life and link it to effective programme development.</p>	<p>2.1. Apply advanced understanding of the various origins of disabilities to inform programming.</p> <p>2.2. Integrate the functionality of the brain and its influence on disabilities in different groups</p> <p>2.3. Conduct analysis on emerging and other disability issues and use it to inform relevance in programming for quality interventions.</p> <p>2.4. Design, plan and implement rehabilitation support programmes that are sensitive and responsive to different kinds of disabilities.</p>		

<p>3.0. Apply expert knowledge in how human development applied to persons with disabilities intersects with sexuality and reproductive health issues.</p>	<p>3.1. Integrate awareness of the significance of developmental growth processes from conception to death in rehabilitation counselling practice.</p> <p>3.2. Analyse the contribution of developmental milestones and disability-related issues and plan interventions appropriately.</p> <p>3.3. Conduct a mapping on how people with disabilities are affected by sexuality and reproductive health issues to inform therapy.</p> <p>3.4. Plan preventive and responsive human support services that include sexuality and reproductive health issues, focusing on persons with disabilities.</p>
<p>4.0. Use tools and instruments to conduct assessments and use the information to plan appropriate interventions in rehabilitation counselling.</p>	<p>4.1. Select appropriate assessment tools to identify the presenting issues and concerns of clients.</p> <p>4.2. Design and apply interventions and services to address special needs and concerns.</p> <p>4.3. Integrate supervised use of DSM V as a psychological framework when dealing with psychosocial issues of persons with disabilities</p> <p>4.4. Examine ethical and cultural sensitivity in assessment procedures to inform effective interventions for persons with disabilities.</p>
<p>5.0. Demonstrate specialised skills and techniques to conduct case analysis to manage trauma, stress and other critical issues affecting persons with disabilities and use it to plan individual and group therapy sessions.</p>	<p>5.1. Conduct interviews with clients individually, in families or in groups to assess their situation and problems and determine the types of services required.</p> <p>5.2. Analyse the client's situations and select the most appropriate therapeutic approaches to resolve the problems.</p> <p>5.3. Conduct case analysis with detailed records and reports to guide the design of effective</p>

	<p>responses and interventions to trauma, stress and other disability related issues.</p> <p>5.4. Establish inclusive, safe and secure spaces for the provision of counselling, therapy and mediation services to traumatised clients to increase access to therapy for vulnerable groups.</p> <p>5.5. Apply appropriate rehabilitation counselling skills, techniques and interventions to deal with trauma, stress and related disability issues.</p> <p>5.6. Provide feedback under supervision on the therapeutic effects of rehabilitation counselling using individual and group counselling services.</p> <p>5.7. Integrate strength-based model in Case Analysis and Management to promote preventive and protective human care practices that are relevant to vulnerable and unique groups.</p>
<p>6.0. Demonstrate expertise in career and vocational development and link it to rehabilitation counselling for special needs and support services for persons with disabilities.</p>	<p>6.1. Integrate principles of Career and Vocational Development as applied to persons with disabilities.</p> <p>6.2. Conduct assessment on assistive and related vocational support interventions, including job placement.</p> <p>6.3. Design and implement comprehensive and multidisciplinary rehabilitation counselling support programmes and services.</p> <p>6.4. 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.</p> <p>6.5. Conduct effective stakeholder mapping and outline roles and functions in rehabilitation counselling and related programmes.</p>

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<p>7.0. Demonstrate specialised transformational leadership and supervision skills for professional accountability in rehabilitation counselling and related service delivery.</p>	<p>7.1. Integrate principles of leadership and supervision that are relevant for rehabilitation counselling and related services.</p> <p>7.2. Demonstrate leadership and supervision styles that are empathetic to persons living with disabilities to affect quality service delivery.</p> <p>7.3. Apply leadership and supervision skills with competencies needed to support service delivery for persons with disabilities.</p> <p>7.4. Apply reflective decision-making and problem-solving in clinical supervision and its effects on quality service delivery applied in rehabilitation counselling.</p>
<p>8.0. Apply ethico-legal principles in decision-making and problem-solving when dealing with complex disability related issues.</p>	<p>8.1. Conduct reflective analysis on biases, prejudices and dilemmas that enable ethical or unethical practices when dealing with disability issues.</p> <p>8.2. Critically examine power dynamics and their effects on counsellor and client relationships as applied in rehabilitation counselling services.</p> <p>8.3. Apply ethico-legal principles in decision making and problem solving to guide accountable and supportive practices.</p> <p>8.4. Analyse existing ethical Codes of Conduct and reflect on standards in service delivery as applied in Rehabilitation Counselling.</p> <p>8.5. Participate in professional bodies and associations for continual growth as a professional in rehabilitation counselling.</p>
<p>9.0. Apply advanced expertise in multiculturalism, including ethnographic dynamics, to inform creative and other forms of indigenous therapy.</p>	<p>9.1. Integrate multicultural and ethnographic sensitivity in counselling and human development services that affect persons with disabilities.</p>

	<p>9.2. Apply ethnographic lens to learn about people from the origin of their culture.</p> <p>9.3. Investigate how cultural biases and prejudices and their related dynamics affect vulnerable clients and the quality of rehabilitation counselling practice.</p> <p>9.4. Integrate therapeutic principles of creative and innovative therapy in rehabilitation counselling practice.</p> <p>9.5. Apply creative and play therapy techniques to address unique rehabilitation counselling needs.</p> <p>9.6. Apply indigenous counselling skills and practices to inform culture-sensitive rehabilitation counselling services.</p>
<p>10.0. Apply advanced research and policy to advocate for evidence-based programming to inform an integrated human support service as applied to rehabilitation counselling practice.</p>	<p>10.1. Integrate understanding of theoretical principles to inform evidence-based programming that is relevant to rehabilitation and disability issues.</p> <p>10.2. Apply skills and strategies to execute different research studies that are relevant to rehabilitation counselling and disability related issues.</p> <p>10.3. Demonstrate effective use of theoretical principles of policy and advocacy to support programming for persons with disabilities and related issues.</p> <p>10.4. Apply skills, techniques and strategies to advance policy and advocacy that support effective programming in rehabilitation counselling.</p> <p>10.5. Conduct mapping of research studies that inform programming for human support services that is relevant for persons with disability.</p> <p>10.6. Participate in collaborative research and policy initiatives for continual professional growth and development.</p>

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 72 credits (15%)	Life Skills and Emotional Intelligence	8			8
	Introduction to ICT	8			8
	Communication and Academic Skills	8			8
	Introduction to Psychology		12		12
	Abnormal Psychology			12	12
	Anatomy and Physiology of Human development			12	12
	Understanding Multiple Disabilities			12	12
CORE COMPONENT Subjects/Courses/ Modules/Units 388 credits (80.8%)	History and Philosophy of Rehabilitation Counselling			12	12
	Theories of Rehabilitation Counselling			12	12
	Emerging Issues in Rehabilitation Counselling		10		10
	Neuropsychology			12	12
	Substance Use and Addictions			12	12
	Group Dynamics			12	12
	Counselling Skills and Techniques 1			12	12
	Counselling Skills and Techniques 2			12	12
	Assessment and Diagnosis			12	12

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	Psychology of Physical Health			12	12
	Psychology of Gender			12	12
	Pharmacotherapy			12	12
	Ethnographic Sociology			12	12
	Community Counselling			12	12
	Career & Vocational Development			12	12
	Creative and Play Therapy			12	12
	Correctional Counselling			12	12
	Case Load Analysis and Management			12	12
	Practicum			12	12
	Multicultural Issues in Rehabilitation Counselling			12	12
	Policy and Advocacy in Rehabilitation Counselling			10	10
	Introduction to Research 1			12	12
	Applied Research 2			20	20
	Ethico-legal Issues in Rehabilitation Counselling			12	12
	Programme Development			12	12
	Transformational Leadership			12	12
	Clinical Supervision			12	12
Internship			60	60	
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level [5]	Level [6]	Level [7]	

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Electives 20 credits (4.2%)	OPTION ONE: Choose one Entrepreneurship Counselling OR Youth Development	10		
	OPTION TWO: HIV and AIDS Counselling OR Grief Counselling	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	42 Credits = 10%
7	414 Credits = 85%
TOTAL CREDITS	480 Credits = 100%

Rules of Combination:

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

Fundamentals: Level 5 - Credits 24

Fundamentals: Level 6 - Credits 12

Fundamentals: Level 7 - Credits 36

Core: Level 7 - Credits 388

Electives: Level 6 - Credits 20

Total 480 Credits 100%

Learners choose two electives worth 10 credits each

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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

Internal and External Moderation shall be conducted by BQA registered and accredited moderator with a master's degree 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

Horizontal Articulation:

- Bachelor of Arts in Guidance and Counselling

Horizontal Articulation: Employment pathway:

The graduates will possess the requisite skills and competencies to work as:

- Rehabilitation Counselling Practitioners
- School Guidance and Counselling Practitioner
- Rehabilitation Counsellor/ Special Needs Practitioner

- Career / Vocational Guidance
- Mental Health Practitioners
- Private Clinical Practitioners
- Health and Wellness
- Community Counsellors
- Trauma Counsellors
- Peacebuilding and Resilience
- Correctional Counsellors
- Conflict Resolution and Mediation
- Marriage Counsellors
- Human Support Services
- Industrial and Occupational Support
- Special and Social Support Services
- Industrial Counsellors

QUALIFICATION AWARD AND CERTIFICATION

Minimum condition for the Bachelor of Arts in Rehabilitation Counselling award is Credits: 480

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

Then reviewed qualification was compared regionally and internationally

Similarities:

TITLE: The developed qualification is Bachelor of Arts in Rehabilitation Counselling, whereas the benchmarked qualifications are Bachelor of Arts in Guidance and Counselling and Bachelor of Disability and Developmental Education (Rehabilitation Counselling). Although the titles differ, more than 70% of the content is similar.

NCQF level: the developed qualification is at NCQF level 7, and the two benchmarked qualifications are UNQF level 7 and AQF level 7.

CREDITS: The developed programme has 480 credits, whereas the UNQF level 7 Bachelor of Arts in Guidance and Counselling has 360 credits, and the AQF level 7 Bachelor of Disability and Developmental Education (Rehabilitation Counselling) has 144 credits, and the difference is due to different credit weightings used in different countries

MAIN EXIT OUTCOMES: Both qualifications equip graduates with specialised knowledge, skills and behavioural repertoires to design and implement culture and context appropriate psychosocial and other interventions to individuals, families, groups, communities and organisations in response to their social, personal and disability related difficulties.

MAIN MODULES/DOMAINS: Both qualifications are comparable in mobility and portability because they share domains focused on personal development, theories, counselling skills and techniques, and assessment and research applied in the Rehabilitation Counselling context.

ASSESSMENT WEIGHTINGS: Both qualifications are similar in that they include Formative and Summative assessments. The developed qualification uses 40% summative and 60% formative

EMPLOYMENT PATHWAYS: Both the developed qualification and the benchmarked qualifications offer a similar career pathway in areas such as: Rehabilitation Counsellor, Mental Health practitioner, Community Counsellor, Corporate Mental Health Practitioner, School Counsellor, Youth Counsellor

In conclusion, both qualifications are comparable in mobility and portability as more than 70% of the content is similar and they offer similar career pathways.

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	