

BQA NCQF Qualification Template

DNCQF.FDMD.GD03

Issue No.: 01

SECTION A: QUALIFICATION DETAILS															
QUALIFICATION DEVELOPER			Phronesis International College (PIC)												
TITLE	Bachelor of Science in Counselling Psychotherapy										NCQF LEVEL	7			
FIELD	Health and Social Sciences			SUB-FIELD	Counselling Psychotherapy					CREDIT VALUE	480				
New Qualification					Yes		Review of Existing Qualification								
SUB-FRAMEWORK		General Education					TVET					Higher Education		Yes	
QUALIFICATION TYPE	Certificate	I		II		III		IV		V		Diploma		Bachelor	Yes
	Bachelor Honours					Post Graduate Certificate							Post Graduate Diploma		
	Masters							Doctorate/ PhD							
RATIONALE AND PURPOSE OF THE QUALIFICATION															
RATIONALE From a global perspective, a wide array of emotional and socio-cultural problems coupled with the limited effective treatment approaches within the mental health care system continue to frustrate personal and familial coping resources. Botswana like many other nations is challenged with a range of mental illnesses characterised by anxiety, depression and post-traumatic disorders to mention but a few. The situation is exacerbated by increasing rates of crime, unemployment, indiscipline with moral societal decadence, gender based violence including rape, Sexually Transmitted Infection's (STIs), Human Immunodeficiency Virus (HIV) and Acquired Immuno Deficiency Syndrome (AIDS) to mention but a few (Dikgosi Report 2008). Of critical value is the realization that the national resource development approach has prioritised clinical and psychological counselling services at tertiary level as strategic in catalysing human and national change processes. The prioritization of the national occupations by Human Resource Development Council (HRDC) has contributed in lifting the need for the expertise in counselling psychotherapy especially for teachers, lecturers and clinicians including people living with disabilities (HRDC, 2016:14). The labour market survey trends also reiterate how tertiary education is critical in promoting highly contextualized psychosocial and counselling support services given the individual and collective trauma hence the need for skills building to establish healing communities. In 2018, a rapid qualitative needs analysis for internal evidence generation on training needs was conducted. Many participants expressed a resounding positive response to the need for strengthening counselling and psychotherapeutic training in Botswana and beyond given the complex nature of psychosocial issues affecting different groups of people. These courses were to be offered on long and short basis across a range of themes including but not limited to Guidance and Counselling, Grief Counselling, Family and Community Counselling, Rehabilitation Counselling and Counselling Psychotherapy to mention a few. These courses offer complementary training needs given that Botswana is intentionally shifting towards building the non-															

cognitive and psycho-socio-cultural skills and competencies needed to hold the inner resources as we drift towards human development. This is necessary now more than ever given the need to shift the economy from a resource based economy to a more knowledge based economy where human capital as referenced in the visionary transformation of the country is an imperative (Ntlo Ya Dikgosi Report 2008; Revised National Policy on Education (RNPE 1994; Vision 2036).

PURPOSE:

The Bachelor of Science in Counselling psychotherapy will equip graduates with specialised psychotherapy skills to provide:

- Diagnosis of psycho-social issues
- career counselling
- case management
- stress management
- treatment and professional guidance for oppressive psychosocial issues such as grief, depression and relational anxieties

They will use individual and group therapy skills which were identified as critical amongst many in the needs assessment. This is needed to broaden specialised treatment approaches and to avail professional guidance for oppressive psychosocial issues such as grief, depression and relational anxieties. These unique skills and competencies are needed as a human resource development strategy irrespective of the career one may be pursuing because psychosocial trauma and familial chaos are experienced by all at home and in the work place. The unique nature of this specialization will not only open doors for graduate holders given the level of depth and breadth it has in content and practical application, but will also upgrade position holders to competently handle corresponding managerial and case management responsibilities.

ENTRY REQUIREMENTS (including access and inclusion):

The following offers potential candidates options for entry paths into the qualification:
 NCQF Level 4, Certificate IV (e.g. BGCSE) or equivalence with passes English and Science; OR
 NCQF Level 5, Certificate V in TVET, within the same or related discipline
 NCQF Level 6 in Counselling or any related discipline; OR
 Recognition of Prior Learning (RPL) following relevant assessment processes by relevant structures;
 Mature entrants with a Certificate in Counselling or any related area with 2 years relevant work experience.

SECTION B		QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)		ASSESSMENT CRITERIA	
1.0. Promote adjustment to tertiary education and increase readiness for global competitiveness.		1.1. Demonstrate knowledge in understanding tertiary education and related dynamics in global markets. 1.2. Apply adjustment skills and demonstrate them in managing dynamics of tertiary education. 1.3. Apply ICT skills and demonstrate awareness of their significance in across learning and living processes. 1.4. Use communication and public speaking skills in daily interaction. 1.5. Integrate principles of <i>botho</i> in character development. 1.6. Apply emotional and social intelligence in coping with daily life issues. 1.7. Reflect on 21 st century skills and apply them in team building and leadership development processes.	
2.0. Demonstrate understanding in psychotherapeutic theories and apply them in counselling processes.		2.1. Explore the historical and philosophical perspectives in counselling and psychotherapy for grounded understanding. 2.2. Apply theoretical understanding in counselling psychotherapy. 2.3. Identify counselling and emerging issues that demand therapeutic intervention. 2.4. Illustrate the knowledge of lifespan development and integrate developmental insights into practice. 2.5. Establish the significance of ecological and integrative systems. 2.6. Discuss fundamentals of trauma and link them to brain functionality. 2.7. Demonstrate understanding of the link between stress and trauma and how it impacts on quality of mental health 2.8. Discuss the concept of trauma and mental health from the African perspective. 2.9. Compare and contrast Afro-indigenous helping approaches with conventional Euro-centric models of helping. 2.10. Reflect understanding through immersion in key psychotherapeutic theories in counselling.	
3.0. Apply with core skills and techniques in counselling psychotherapy processes.		3.1. Describe the foundational principles and conditions needed in counselling skills and techniques. 3.2. Apply relational skills and techniques at individual and group level. 3.3. Apply motivational interviewing skills to process counselling issues. 3.4. Compare and contrast between counselling skills and techniques.	

	3.5. Work collaboratively to instill problem solving and decision making skills in counselling. 3.6. Appraise indigenous and traditional helping skills and techniques and their significance in healing processes. 3.7. Apply case management skills using the social justice model. 3.8. Translate the art of talking (communication) using the integrative, innovative and inclusive models for transformative change. 3.9. Reflect on key conditions needed for increased self-awareness as a reflective practitioner.
4.0. Apply assessment and diagnostic procedures in counselling processes.	4.1. Demonstrate understanding on the significance of assessment and diagnostic procedures in counselling therapy. 4.2. Demonstrate conceptual understanding of DSM IV and its purpose. 4.3. Apply a culture sensitive approach to understand the basic DSM IV classification manual and how it describes mental health illnesses. 4.4. Discuss the symptomatic manifestations of mental health illnesses. 4.5. Identify basic assessment tools and ways of using them. 4.6. Use assessment procedures to establish the origin of mental illness and other abnormalities. 4.7. Develop basic assessment tools for use in daily helping processes. 4.8. Differentiate and critique kinds of assessment and diagnostic procedures in counselling. 4.9. Establish goals and intentions of counselling therapy to facilitate appropriate intervention plans and strategies.
5.0. Demonstrate multiculturalism in counselling practice.	5.1. Apply understanding of key theoretical principles in multiculturalism. 5.2. Recognize barriers to effective multicultural practices in counselling. 5.3. Analyze the multicultural standards that govern counselling therapy. 5.4. Apply principles of social justice to inform counselling processes. 5.5. Establish counsellor skills and competencies for cultural diversity. 5.6. Recognize personal multicultural sensitivities and reflect on how they influence counselling practice.
6.0. Apply preventive and restorative approaches in managing psychological	6.1. Integrate understanding on the principles of preventive and restorative counseling practice in practice. 6.2. Discuss factors precipitating counselling and therapy (especially anger, stress, depression, PTSD and substance

disorders.	addiction) and show the interplay with mental health. 6.3. Construct preventive and restorative models of managing emerging and continuing counselling therapy issues. 6.4. Apply systemic and multidisciplinary therapeutic skills and competencies for survival coping and resiliency building. 6.5. Set up intervention plans and strategies modelled on preventive and restorative care and support practices. 6.6. Establish boundaries that proactively manage human support services. 6.7. Promote preventive trauma and related mental health support practices. 6.8. Reflect on a personal theoretical model of counselling psychotherapy.
7.0 Integrate ethico-legal values and demonstrate professional standards in counselling psychotherapy.	7.1. Apply theoretical principles in understanding ethico-legal issues in counselling therapy. 7.2. Design and implement community counselling initiatives that meet ethical and professional standards in psychosocial care and support. 7.3. Apply understanding of principles of social justice and their significance in mental health. 7.4. Discuss ethical dilemmas and implications in counselling therapy. 7.5. Demonstrate the characteristics, attitudes and behaviors for professional counselling therapists. 7.6. Suggest innovative, creative and entrepreneurial opportunities in counselling therapy professions. 7.7. Critique case studies with ethical dilemma and analyze implications on decision making in counselling. 7.8. Apply at least one ethical decision making model in counselling therapy. 7.9. Reflect on ethical struggles and discuss how they impact on counselling practice.
8.0. Apply monitoring and evaluation skills to demonstrate outcomes in counselling and psychotherapy processes/practice.	8.1. Apply theoretical principles for monitoring and evaluating outcomes in counselling therapy. 8.2. Apply skills to conduct periodic assessments to gather on-going counselling therapy. 8.3. Use feedback to plan and establish relevant intervention plans and strategies. 8.4. Document and share emerging lessons and insights and use them to strengthen performance. 8.5. Advance local and global participation in professional counselling therapy bodies.
9.0. Reflect on influence of	9.1. Apply principles of transformational leadership and their significance in counselling practice.

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transformational leadership and supervision in counselling psychotherapy practice.	9.2. Debate on the advantages and disadvantages of clinical supervision in counselling. 9.3. Recognize stereotypes impacting on effective supervisor-supervisee relationships 9.4. Critique case studies on leadership and supervision. 9.5. Reflect on personal values and beliefs towards transformational leadership and supervision in counselling practice.
10.0. Demonstrate basic research skills and apply them to improve counselling and psychotherapy practice/processes.	10.1. Apply basis qualitative and quantitative research principles in daily work processes. 10.2. Demonstrate the fundamental processes one follows to conduct basic research. 10.3. Debate value addition of research in promoting the counselling profession. 10.4. Participate in research and share evidence-based generation with stakeholders in the counselling psychotherapy profession.

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SECTION C		QUALIFICATION STRUCTURE			
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i> (50 credits=10%)	TITLE	Credits Per Relevant NCQF Level			<i>Subject/ Course/ Module/Unit</i>
		Level [5]	Level [6]	Level [7]	Total Per...
	Adjustment to Tertiary Education	16	10	24	50
CORE COMPONENT <i>Subjects/ Courses/ Modules/Units</i> (406 credit=85%)	Theory, History & Philosophy in Psychotherapy	-	-	48	48
	Emerging Issues in Psychotherapy	-	24	24	48
	Biomedical Dynamics in Psychotherapy	-	-	48	48
	Diagnosis & Assessment	-	-	38	38
	Research & Evidence Generation	-	-	26	26
	Ethico-Legal Issues	-	-	24	24
	Leadership & Supervision	-	-	36	36
	Practical Application	-	-	138	138
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i> (24 credits=5%)	Multidisciplinary Approach in Service Delivery Choose 2 (24 Credits)	-	24	-	24
		16	58	406	480

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
5	16 credits = 3%
6	58 credits = 12%
7	406 credits = 85%
TOTAL CREDITS	480 credits = 100%
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
▪ FUNDAMENTAL: 50 credits=10% ▪ CORE: 406 credits=85% ▪ ELECTIVES: 24 credits=5%)	

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ASSESSMENT ARRANGEMENTS

Assessment Combinations:

Both formative and summative assessments will contribute towards the award of credits where the former (formative) will constitute 50% and latter (summative) will constitute 50% of the final grade.

The formative assessments that will be used will include but will not be limited to:

- aggregation of continuing tests
- Independent work through assignments and projects

The summative assessment that will be used will include but not limited to:

- final written examination of cumulative semester work
- practical application in class
- assessment of transferable and applied knowledge through practicum reports to reflect as possible relevance of typical learned skills in real work settings.

Overall Possible Pass Mark:

- Overall pass mark in a specific course will require a minimum of 60%.
- Scores between 50 and 59% will qualify for one re-assessment.
- Below 50% by less than 10% require supplementary examination as outlined in policy guidelines.
- 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 ARRANGEMENTS:

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
- 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

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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:

- 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 are granted permission to submit evidence for prior learning experiences.
- The required documents are the
 - portfolios with all evidence which includes written experience from prospective learner
 - evidence from supervising authorities from the organization or where experiences were gained.
- material evidence such as videos, newspaper clips, pictures of this past experience
- This translates into submission of any relevant documents to prove existence of competencies or skills
- The appropriate assessment of RPL will be assessed by relevant established structures and may lead to an award of credits towards the qualification.
- The execution of assessment is done in accordance with RPL 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)

Vertical Articulation (Learning):

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

Master of Science (MSc)/ Master of Arts (MA):

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

Horizontal Articulation (Learning):

The qualification considered which is *BSc in Counselling Psychotherapy* will be at par with:

Bachelor of Science (BSc) or Bachelor Arts (BA) in:

- Guidance and Counselling
- Counselling
- Psychology
- Social Work
- Mental Health
- Rehabilitation Counselling
- Correctional Counselling
- Addiction Counselling

Employment pathway:

It is evident that graduates from this programme will have requisite skills and competencies to work in a range of working environments this includes but is not limited to:

- Mental Health Practitioners/Officers/Managers
- Drug Addiction and Substance Abuse Centres (Officers/Managers)
- Private Clinical Practitioners/Officers/Managers
- Health and Wellness Officers/Officers/Managers
- Community Counsellors/Officers/Managers
- Trauma Counsellors/Officers/Managers
- Guidance & Counselling Practitioners/Officers/Managers
- Career / Vocational Guidance 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

Certification and standards for awarding certificates:

- Candidates who satisfactorily meet the requirements of this qualification will be awarded a *Bachelor of Science in Counselling Psychotherapy* and must have completed a total of *480 credits*.
- Candidates are expected to graduate with credit balance from 'fundamental, core and electives'.
- Award is granted in accordance with prescribed standards and policies for the qualification.
- Candidates who do not meet minimum standards may as necessary and, where applicable, be considered for appropriate exit awards in accordance with applicable policies and regulations.
- The Degree is awarded by accredited ETPs under the certified framework and standards set by the Botswana Qualifications Authority (BQA)

REGIONAL AND INTERNATIONAL COMPARABILITY

REGIONAL COMPARISON:

The *BSc in Counselling Psychotherapy* is a qualification that favorably competes at regional level as it has been compared with *BA in Guidance and Psychological Counselling* offered by Department of Educational Sciences in Marmara University Atatürk in Ethiopia.

Both qualifications take 4 years to complete and are developed to prepare learners to come out with exit outcome descriptors for Level 7 which is the international standard for comparison at degree level. The exit outcome descriptors in both qualifications equip learners with skills and competencies to assist people to cope with complex psychosocial and difficult life issues including trauma and adjustment enabling the ability to bounce back into fulfilling lives. In both qualifications, the graduates will be able to work in learning institutions, government and private settings and also go into corporate and industrial settings to offer quality counselling and psychotherapy services.

Both qualifications have the noble aim of establishing the quality flag ship counselling and psychotherapy qualifications hence entry qualifications demand equivalence of passes in the BGCSE. Learners in Marmara University are expected to maintain academic excellence by completing two terms maintaining 3.0 GPA and above to 4.00, this is equally an expected standard of excellence hence the programme is pegged with high expectation for performance throughout the learning process with recognition of excellence in Dean's list. The modules in Marmara University Atatürk are packaged with similar content and yet different nomenclature has been used such as 'Life Periods and Adjustment Problems', 'Personality Theories', 'Learning Disorders', 'Psychological Counseling Theories' and 'Psychological Counseling In Group'.

The assessment used at Marmara University Atatürk (as at the time) followed the norm – referenced standard of assessment whereas this programme uses the competency based assessment approach which takes cognizance of defined knowledge, skills and behavioral competencies hence learners do not compete against each other but against the identified competencies. Marmara University Atatürk demands mid-term results at 40% and final examination at 60% and similar demands are expected in this programme.

Learners from Marmara University Atatürk graduate with a *Bachelor of Arts degree in Psychological Counseling & Guidance* whereas the successful completion of this programme leads to *BSc in Counselling Psychotherapy*.

INTERNATIONAL COMPARISON:

The qualification for *BSc in Psychotherapy* has been compared with *BSc in Counselling and Psychotherapy*, a qualification attained through PCI College offered in Dublin, Ireland. PCI in Dublin is a well-established training institution functioning as an institute of *Excellence and Innovation in Psychological Education*. The qualification is validated and accredited by Middlesex University and allows practicing professional therapists operating at level 6 to upgrade into Level 8 through a 2 year programme leading to Honors Degree whereas this qualification is accredited by ETPs following the sets standards by Botswana Qualifications Authority. Both qualifications appreciate that there are many varied counselling approaches but have respect for the integrative approach with focus on theoretical and practical models to ground learners. They both have related content coverage albeit with differing nomenclature in grounding conceptual perspectives and also use the combination of the theoretical and practical approach to define expected learning outcomes.

In particular, both qualifications will graduate professionals who will be able to handle complex psycho-socio-cultural and related dynamics and also step into the international market area where well trained counselors with skills and competencies can handle multilayered trauma and grief including in conflict affected contexts. This is critical because similar to Botswana, Ireland does not have the capacity to absorb all graduates from these qualifications hence the need for international competitiveness to deepen expertise for export to other needy nations.

Although contextualised, the entry requirements are similar in that both qualifications accept qualifying School Leavers according to set country standards but also take cognisance of the Recognition for Prior Learning (RPL) as a way of increasing the pathway for entry into higher learning institutions. The delivery approaches are also similar in the use of face-to-face and part-time learning however there is need to explore on-line delivery to open more doors for entry into other areas. Notwithstanding, technological leeway to access ICT services hence creative and innovative models of programme delivery need to be extensively explored in Botswana.

In that light, both qualifications need to ensure standards are upheld through accreditation, clinical supervision, research, partnerships and continued counsellor development to increase marketability and also emphasize that graduates will function under supervision. The graduates in both qualifications will qualify to join professional associations such as the Botswana Counselling Association, Botswana Guidance and Counselling Association, Botswana Marriage Counselling Association, Botswana Mental Health Association, African Counselling Association, International Association of Counselling (IAC), American Counselling Association to mention a few.

REVIEW PERIOD

Review will be done every 5 years.

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