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		Issue No.	01
		Effective Date	04/02/2020

SECTION A: QUALIFICATION DETAILS													
<b>QUALIFICATION DEVELOPER (S)</b>		Boitekanelo College											
<b>TITLE</b>	Bachelor of Arts in Counseling										<b>NCQF LEVEL</b>	7	
<b>FIELD</b>	Health and Social Services		<b>SUB-FIELD</b>		Counselling					<b>CREDIT VALUE</b>	485		
New Qualification					✓		Review of Existing Qualification						
<b>SUB-FRAMEWORK</b>		General Education				TVET				Higher Education		✓	
<b>QUALIFICATION TYPE</b>	Certificate	I	II	III	IV	V	Diploma	Bachelor or	✓				
	Bachelor Honours		Post Graduate Certificate					Post Graduate Diploma					
	Masters					Doctorate/ PhD							
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>													
<p><b>RATIONALE:</b></p> <p>According to Stockton, Nitza &amp; Bhusumane (2010), Botswana like many other developing countries in the world, is faced with a number of challenges. Some of the challenges include increased rate of unemployment, breakdown of family structures, HIV and AIDS, suicide, crime, teenage pregnancy, substance abuse amongst others. To mitigate the above noted problems, counseling profession was developed and started with career guidance and counseling which was provided in schools. However, the impact of HIV/AIDS in the early 1990's initiated the profession's shift of service delivery which then became mental health (Stockton, Nitza &amp; Bhusumane, 2010). Despite the shift to provide counseling services on mental health issues, guidance and</p>													

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counseling curriculum is still the main focus in teaching institutions (Stockton and colleagues) hence the need to provide counseling education that is inclusive of mental health focus.


Currently, University of Botswana is the only institution in Botswana that offers a degree in Education-Counselling (Stockton, Paul, Norran, Yebei, Chang and Voils-Levenda (2012). As a result, there are training gaps and subsequently counselling service gaps which can be met through a comprehensive counselling training program. Counselling as a mental health service has often been given particularly low priority and it is therefore often poorly developed. Consequently, counseling in some parts of the country is conducted by paraprofessionals who lack the knowledge and skills to offer effective counseling services. Furthermore, there is challenge in recruiting skillful workforce (Human Resource Development Council Report, 2015/16), hence the importance of developing counseling programs in the country.

This training need is also noted by several research findings which highlight a need to provide professional counseling and psychotherapy services that address the following mental health issues which the country is faced with; substance abuse (Gotsang, Mashalla, & Seloilwe, 2017; Botswana Youth Risk Behavioral Surveillance Survey, 2016; Letamo, Bowelo, & Majelantle, 2016; Selemogwe, Seipone, Manyanda, 2014; Weiser et al., 2006), gender based violence (Modie-Moroka, 2016; Zungu, Salawu, & Ogunbanjo, 2010; Phorano, Nthomang, & Ntseane, 2005; ), sexual abuse (Seloilwe & Thupayagale-Tshweneagae, 2009; Social Values Report, 2008)

### **PURPOSE:**

The purpose of Bachelor of Arts in Counselling therefore is to produce graduate with the knowledge, skill and competence to;

- Effectively provide counselling services in different settings, such as education, health and manage client caseloads, coordinate client referrals to ensure provision of comprehensive services in both governmental and non-governmental organizations and community settings.
- Exhibit professional leadership and advocacy skills necessary to serve as effective agents of change and advance the cause of diverse and underrepresented groups.

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- Engage in lifelong learning to develop an awareness of their strengths, potentials and limitations, acceptance of things he/she cannot change and being self-directing in solving problems, making choices and decisions.
- Interpret, design, and conduct basic psychological research.

### ***ENTRY REQUIREMENTS (including access and inclusion)***


To be eligible for admission, potential students must have:

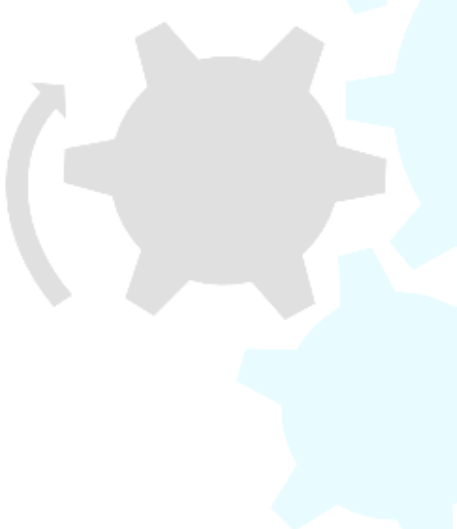
**Minimum Entry:** At least Certificate IV, NCQF Level 4 (TVET/HE) or equivalent


#### **Recognition Prior Learning Policy**

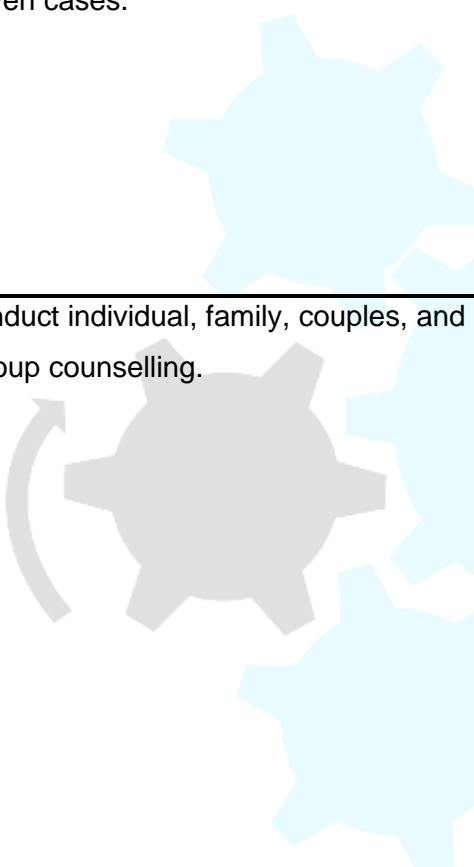

This will cater for candidates who do not have minimum entry requirements, following ETP admissions policy which is aligned with national/BQA policy.


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<b>SECTION B QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
<p>1. Demonstrate specialized knowledge of ethical principles and professional code in counselling profession.</p> 	<p>1.0 Adhere to professional ethical principles and standards.</p> <p>1.1 Practice within the existing legal and professional regulatory framework in the counselling practice.</p> <p>1.2 Advocate for the provision of specialized counselling services.</p> <p>1.3 Establish and maintain regular and appropriate clinical supervision with an accredited supervisor</p> <p>1.4 Maintain confidentiality when keeping clients' information.</p> <p>1.5 Follow the established code of documentation of processes and activities or rendered services.</p>
<p>2. Apply specialized counselling theories to inform decision making.</p>	<p>2.0 Apply psychological theories to explain health related behaviours and inform interventions.</p> <p>2.1 Determine the suitability of theoretical approaches in Botswana context.</p>
<p>3. Conduct clinical interviews.</p>	<p>3.0 Plan and conduct counselling interviews following established codes of the counselling profession.</p> <p>3.1 Select and utilize appropriate instruments/tools for clinical interviews.</p> <p>3.2 Conduct counselling interviews.</p> <p>3.3 Write a clinical intake report.</p>


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<p>4. Formulate SMART treatment plan for given cases.</p> 	<p>4.0 Utilize relevant theory to formulate a treatment plan for a given case.</p> <p>4.1 Develop SMART counselling goals.</p> <p>4.2 Develop treatment plan for a given case.</p> <p>4.3 Establish roles and responsibilities for all involved in the treatment plan and refer accordingly.</p>
<p>5. Conduct individual, family, couples, and group counselling.</p> 	<p>5.0 Structure counselling sessions and apply specialized counselling skills.</p> <p>5.1 Utilize different counselling techniques for individual, family and group counselling guided by different theories.</p> <p>5.2 Utilize theories of counselling in case conceptualization and treatment planning.</p> <p>5.3 Establish professional relationships with clients to create a safe environment for counselling.</p> <p>5.4 Respond appropriately to unpredictable and complex demands of clients.</p> <p>5.5 Maintain and manage client caseload.</p> <p>5.6 Empower clients through psychoeducation on mental health related issues.</p> <p>5.7 Identify special population, their unique needs and advocate for the marginalized populations.</p> <p>5.8 Integrate multicultural knowledge in counselling practice.</p>
<p>6. Carry out counselling in educational and career settings.</p>	<p>6.0 Apply specialized knowledge of career counselling in educational and work setting</p> <p>6.1 Select, administer, and interpret assessment</p>

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	<p>instruments</p> <p>6.2 Produce assessment report with recommendations for further interventions</p>
<p>7. Conduct oneself in a professional manner and work effectively in multidisciplinary settings.</p>	<p>7.0 Collaborate with other professionals/teams to ensure clients' comprehensive service provision</p> <p>7.1 Establish and maintain regular and appropriate clinical supervision with an accredited supervisor</p> <p>7.2 Actively participate in professional bodies for professional development</p>
<p>8. Conduct basic and applied research methods to understand problems and manage processes in the field of counselling.</p>	<p>8.1 Identify and develop a researchable topic.</p> <p>8.2 Carry out preliminary search for information and locate literature materials.</p> <p>8.3 Evaluate literature materials for credibility, truthfulness, and reliability.</p> <p>8.4 Develop objectives/ hypothesis and determine appropriate analysis methods and research subjects/ participants</p> <p>8. 5 Collect data, analyse, produce, and share report following ethics and professionalism code of conduct for counsellors.</p>

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<b>SECTION C</b>		<b>QUALIFICATION STRUCTURE</b>				
<b>COMPONENT</b>	<b>TITLE</b>	<b>Credits Per Relevant NCQF Level</b>				<b>Total (Per Subject/ Course/ Module/ Units)</b>
		<b>Level [ 5 ]</b>	<b>Level [ 6 ]</b>	<b>Level [ 7 ]</b>	<b>Level [ 8 ]</b>	
<b>FUNDAMENTAL COMPONENT</b>  <i>Subjects/ Courses/ Modules/Units</i>	Communication and Study Skills	<b>9</b>				<b>9</b>
	Basic Computer Applications	<b>12</b>				<b>12</b>
	Organizational Behavior		<b>12</b>			<b>12</b>
	Introduction to Bio-statistics		<b>13</b>			<b>13</b>
	Advanced Computer Skills		<b>12</b>			<b>12</b>
	Introduction to Counselling	<b>12</b>				<b>12</b>
	Introduction of Psychology		<b>12</b>			<b>12</b>
	Issues and Ethics in the Helping Profession	<b>12</b>				<b>12</b>

	Basic Counseling Interviewing Skills	12				12
	Integrated Child and Adolescent Development			12		12
	Counseling Theories: Methods & Techniques			12		12
	Integrated Adult Development			9		9
	Community Counselling		9			9
	HIV/AIDS Counseling		12			12
	Introduction to Theories of Personality		9			9
	Introduction to Multicultural Counselling			9		9
	Social Psychology			9		9
	Group Process and Practice		12			12
	Health Psychology	9				9
	Counselling in Schools		9			9
	Counselling in the Workplace		9			9




 <b>BOTSWANA</b> Qualifications Authority	<b>BQA NCQF QUALIFICATION TEMPLATE</b>	Document No.	DNCQF.QIDD.GD02
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	Career & Guidance Counseling		<b>10</b>			<b>10</b>
	Society & Health		<b>10</b>			<b>10</b>
	Loss and Grief Counselling			<b>9</b>		<b>9</b>
	Alcohol and Substance Abuse Counselling			<b>10</b>		<b>10</b>
	Child and Adolescent Counseling		<b>9</b>			<b>9</b>
	Art of Public Speaking		<b>12</b>			<b>12</b>
	Spirituality in Counselling			<b>9</b>		<b>9</b>
	Systematic Approaches in Counselling		<b>9</b>			<b>9</b>
	Counselling Special Population			<b>9</b>		<b>9</b>
	Marriage and Family Counseling			<b>9</b>		<b>9</b>
	Counseling Practicum		<b>12</b>			<b>12</b>
	Community Service Practicum			<b>24</b>		<b>24</b>
	Internship			<b>38</b>		<b>38</b>

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	Research Methods		<b>16</b>			<b>16</b>
	Research Proposal			<b>22</b>		<b>22</b>
	Research Project				<b>33</b>	
<b>ELECTIVE/ OPTIONAL COMPONENT</b>  <i>Subjects/Courses/ Modules/Units</i>  <b>(Student can choose four (4) modules offered in the institution with a maximum of 36 credits)</b>	Sexual and Reproductive Health	<b>9</b>				<b>9</b>
	Counselling Assessment	<b>9</b>				<b>9</b>
	Crisis Management		<b>9</b>			<b>9</b>
	Entrepreneurship		<b>9</b>			<b>9</b>
	Indigenous Counseling Methods		<b>9</b>			<b>9</b>
	Leadership Management Skills		<b>9</b>			<b>9</b>
	Nutrition and Health	<b>9</b>				<b>9</b>
	Traditional Medicine	<b>9</b>				<b>9</b>

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<b>SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL</b>	
<b>TOTAL CREDITS PER NCQF LEVEL</b>	
<b>NCQF Level</b>	<b>Credit Value</b>
<b>5</b>	<b>75</b>
<b>6</b>	<b>196</b>
<b>7</b>	<b>181</b>
<b>8</b>	<b>33</b>
<b>TOTAL CREDITS</b>	<b>485</b>
<b>Rules of Combination:</b> <b>(Please Indicate combinations for the different constituent components of the qualification)</b>	
<p>This qualification is worth a total of 485 credits minimum and comprises;</p> <ul style="list-style-type: none"> <li>- 58 fundamental credit components</li> <li>- 391 core credit components</li> <li>- 36 elective credit components</li> </ul>	

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### **ASSESSMENT ARRANGEMENTS**

All assessors must be registered and accredited with BQA.

Contribution of the final marks is 50% formative and 50% summative assessments

The following shall apply for both internal and external moderation.

### **MODERATION ARRANGEMENTS**

All moderators must be registered and accredited with BQA. Internal moderation requirements and External moderation requirements shall be carried out in accordance with BQA requirements.

### **RECOGNITION OF PRIOR LEARNING**

In order to gaining credits towards qualification, candidates may submit evidence of prior learning and relevant experience and/or undergo appropriate forms of Recognition of Prior Learning (RPL) assessment for the award of credits towards the qualification in accordance with applicable ETP RPL policies and relevant national-level policy and legislative framework.

Implementation of RPL shall also be consistent with requirements, if any, prescribed for the field or subfield of study by relevant national, regional, or international professional bodies.

### **CREDIT ACCUMULATION AND TRANSFER**

CAT is applicable in this qualification

### **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

Horizontal Articulation (related qualifications of similar level (7) may consider qualifications in the health, education, and social services such as:

- Bachelor of Arts Health Care Management,
- Bachelor of Arts Public Health,

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- Bachelor of Science Nursing,
- Bachelor of Arts Health Care promotions,
- Bachelor of Arts Project Management,
- Bachelor of Arts Psychology,
- Bachelor of Arts in Social work
- Bachelor of Arts Pastoral Counselling
- Bachelor of Arts Guidance and Counselling


Vertical Articulation (qualifications to which the holder may progress to) Graduates may progress to NCQF level 8 for the following:

- Master's in counselling psychology
- Masters in Public Health
- Masters in Education (Counselling and Human Services),
- Masters in Educational Psychology
- Masters in Education (Guidance and Counselling)
- Masters in Science in Education.
- Masters in Social Work (clinical)

## EMPLOYMENT PATHWAYS

Graduates will have requisite competencies and attributes to work as:

(state possible jobs or employment which the holder of this qualification may take up)

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- Counsellor in hospitals, and clinics
- Counselling centres including (private sectors)
- School Counsellor
- Guidance and Counselling counsellors/officers
- Wellness Officer/manager
- HIV and AIDS Counsellor/ coordinators
- Workplace counsellors
- Community counsellor
- Prison ward counsellor
- Army chaplain counsellor
- Civil case coordinator/counsellor
- Juvenile/correctional counsellor/coordinator


### **QUALIFICATION AWARD AND CERTIFICATION**

To be awarded the qualification of Bachelor of Arts Degree in Counselling, candidates should accumulate a minimum of including 490 credits. The certificate will be awarded upon successful completion of qualification.

### **REGIONAL AND INTERNATIONAL COMPARABILITY**

This qualification compares with the following:

8.1 University of Kenyatta offers Bachelor of Arts in Counselling Psychology which equips learners with knowledge and skills to;

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- Clinical interviewing
- Counselling skills to work with a diverse population
- Treatment planning
- Basic career assessment
- Ethical decision making in counselling
- Research design and implementation

8.2 Other qualifications offered in countries such as Mauritius and Great Zimbabwe University which generally emphasize development of competencies in individual and group counselling, counselling in the community, specific specializations for example in areas such as specific needs of children, youth, offenders and the elderly and places heavy emphasize on psychology courses that most cover major schools of psychology. Learners are also provided with basic knowledge of psychopathology.

Although the qualifications examined generally follow similar structures and standards, there are differences, though not significant, in B.A. in University of Technology Mauritius. The program offers candidates knowledge and skills of working with diverse populations and skills to work in different work settings including health work settings similar to Bachelor of Psychology program. Furthermore, the qualification enables the learners to manage client caseloads, coordinate client referrals to ensure provision of comprehensive services. The program also offers students lifelong learning skills.

As noted above, this qualification generally compares well with all the qualifications studied since the exit outcomes cover similar scope and depth and are aligned to exit-level descriptors typical of this level and type of qualification as done within the region and beyond as well as competencies required for registration and accreditation with ETP professional bodies. However, what sets it apart from the qualifications examined, is that there is provision for development of attributes such as interpersonal skills, self-awareness and professional development which are critical for a successful career in counselling.

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<b>REVIEW PERIOD</b>
The qualification will be reviewed every five years.

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