

**BQA NCQF Qualification Template**

DNCQF.FDMD.GD03

Issue No.: 01

<b>SECTION A: QUALIFICATION DETAILS</b>												
<b>QUALIFICATION DEVELOPER</b>			Phronesis International College (PIC) (ETP0071)									
<b>TITLE</b>	Diploma in Counselling (Trauma)								<b>NCQF LEVEL</b>		6	
<b>FIELD</b>	Health and Social Services			<b>SUB-FIELD</b>		Counselling			<b>CREDIT VALUE</b>		240	
<i>New Qualification</i>					✓		<i>Review of Existing Qualification</i>					
<b>SUB-FRAMEWORK</b>		<i>General Education</i>			<i>TVET</i>			<i>Higher Education</i>			✓	
<b>QUALIFICATION TYPE</b>	Certificate	I	II	III	IV	V	Diploma	✓	Bachelor			
	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>The Human Resource Development Council (2016) has identified some of the top occupational careers that are prioritized in Botswana and Counselling and Psychological programmes are in demand. But of importance is the realization that many of other top careers such as medicine, hotel and tourism industry, engineering, performing arts to mention a few are executed by people who not immune from indiscriminate nature of stress and psychosocial tensions. This explains the reason why basic strategic tools strengthen the transformation processes (Botswana Vision 2036:3; Dikgosi Report 2008; RNPE 1994; SDG2030).</p> <p>SADC and other African member countries including Botswana is affected by social ills due to diverse forms of conflicts including disasters that leave multiple and sophisticated layers of individual and collective pain and trauma. The Dikgosi Report (2008) has outlined concerns on moral decadence due</p>												

to indiscipline, high crime rate, corruption, unemployment, sexuality and identity issues not forgetting the recent crisis situation in schools due to generalized phenomenon of mass hysteria to mention a few. This explains why tertiary education is one of the strategic tools for national and regional transformation principled on reconstructive learning approaches in counselling as a vital social reengineering tool for nation building (Botswana Vision 2036:3; Dikgosi Report 2008; RNPE 1994; SDG2030).

Counselling emerged as a prioritised HRDC training need for human resource empowerment targeting development of skills and competencies in mental health for practitioners and gate keepers across the board. Under supervision, graduates from this qualification will be able to work with traumatised members of families, schools, workplaces, and communities struggling with STI's/HIV and AIDS, sexuality, drug and alcohol addictions, suicidal ideation as typical examples. Moreover, entry into this qualification will also widen pathways in pursuing advanced counselling as a profession as Botswana is strategically shifting from minerals and resources to a more knowledge-based economy hence the need to reduce structural inequalities and broaden life-long learning (Vision 2036).

***PURPOSE:***

The Diploma in Counselling: Trauma will provide graduates with knowledge, skills, and competences to:

- Analyse psychological theories and other clinical and behavioural issues adopted in healing and management practices.
- Deal with acute mental health issues that are impacting on human resource development.
- Apply specialised treatment strategies to effectively deal with psychosomatic illnesses, acute stress, depression, and generalised anxiety.

The graduates will however work under supervision.

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

The possible entry paths into the qualification are as follows:

1. Certificate V in Counselling, Psychology, Education, Guidance and Counselling or any related field at NCQF Level 5 or its equivalence (**NCQF level 4 with at least 20 credits at NCQF level 5**).

OR



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2. Candidates who do not meet the minimum requirements (academic qualification) stated above can be considered through the Recognition of Prior Learning (RPL) as guided and governed by the institutional policy.

<b>SECTION B</b>		<b>QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>		<b>ASSESSMENT CRITERIA</b>	
1. Demonstrate computer knowledge and life skills in managing life at tertiary level.	1.1. Use computer skills in academic situations. 1.2. Link self-awareness attributes to personal development. 1.3. Apply emotional and social intelligence skills to manage issues of life. 1.4. Apply communication skills in managing and coping with life and tertiary education.		
2. Demonstrate the ability to integrate knowledge in human growth and development.	2.1. Illustrate the indicators of abnormal growth and development. 2.2. Analyze the significance of human abnormality on mental health. 2.3. Establish developmental issues that bring people to counselling.		
3. Apply understanding of key theories and principles in counselling processes and practices.	3.1. Differentiate counselling from other related processes. 3.2. Use foundational theories of Counselling for counselling processes and practices. 3.3. Analyze strengths and weakness of counselling theories. 3.4. Adopt relevant principles during the counselling process		

<p>4. Demonstrate ability to distinguish trauma and disaster related issues and their psychosocial effects and management.</p>	<p>4.1. Link trauma and disaster to stress and mental health 4.2. Apply coping and management strategies for trauma and disaster 4.3. Compare resilience factors increasing coping and management with trauma and disaster.</p>
<p>5. Demonstrate ability to apply counselling skills and techniques in coping and managing psychosocial issues.</p>	<p>5.1. Use counselling skills and techniques for managing psychosocial issues. 5.2. Determine barriers to effective enablers of healing. 5.3. Practice basic counselling skills and techniques in managing psychosocial issues.</p>
<p>6. Apply key transformational leadership skills and principles in counselling and supervision practices and processes.</p>	<p>6.1. Differentiate transformational leadership from supervision in counselling. 6.2. Use transformational leadership and supervision principles and values 6.3. Apply transformational leadership and supervision to advance healing in counselling. 6.4. Establish transformative counselling support programmes and services.</p>
<p>7. Apply ethical and multicultural awareness in guidance and counselling processes.</p>	<p>7.1. Differentiate similarities and differences between ethics and multicultural principles. 7.2. Use basic ethical and multicultural skills in counselling. 7.3. Practice one ethical decision-making model in counselling.</p>
<p>8. Demonstrate understanding of basic research skills to advance practices and professionalism in counselling.</p>	<p>8.1. Differentiate qualitative from quantitative research. 8.2. Apply basic research principles. 8.3. Apply Action Research skills in counselling programmes.</p>

	<p>8.4. Participate in research to advance professionalism in counselling.</p> <p>8.5. Link basic research findings relevant to Counseling theories.</p>
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<b>SECTION C</b>	<b>QUALIFICATION STRUCTURE</b>				
<b>FUNDAMENTAL COMPONENT</b> <i>Subjects/ Courses/ Modules/Units</i>	<b>TITLE</b>	<b>Credits Per Relevant NCQF Level</b>			<b>Total (Per Subject/Units Course / Module)</b>
		<b>Level [4]</b>	<b>Level [5]</b>	<b>Level [6]</b>	
	▪ Fundamentals of Guidance & Counselling			<b>12</b>	<b>12</b>
	▪ Personal Growth and Development	<b>12</b>			<b>12</b>
	▪ Basic Computer Skills		<b>12</b>		<b>12</b>
	▪ Emerging Psychosocial Issues			<b>12</b>	<b>12</b>
<b>CORE COMPONENT</b> <i>Subjects/Courses / Modules/Units</i>	▪ Basic Theories of Counselling			<b>12</b>	<b>12</b>
	▪ Human Growth and Development			<b>12</b>	<b>12</b>
	▪ Counselling Skills and Techniques 1			<b>12</b>	<b>12</b>
	▪ Relational Principles in Counselling			<b>12</b>	<b>12</b>
	▪ Trauma in Health			<b>24</b>	<b>24</b>
	▪ Transformational Leadership			<b>12</b>	<b>12</b>
	▪ Ethics and Multiculturalism			<b>12</b>	<b>12</b>
	▪ Basic Research Principles			<b>12</b>	<b>12</b>
	▪ Reflective Practitioner in Counselling			<b>12</b>	<b>12</b>

	<ul style="list-style-type: none"> <li>▪ Counselling Skills and Techniques 2</li> </ul>			<b>12</b>	<b>12</b>
	<ul style="list-style-type: none"> <li>▪ Counselling Applied: Practice</li> </ul>			<b>40</b>	<b>40</b>
<b>ELECTIVE/ OPTIONAL COMPONENT</b> <i>Subjects/Courses / Modules/Units</i>	<p><b>Choose 2 only:</b></p> <ul style="list-style-type: none"> <li>▪ Life Skills Education (LSE)</li> <li>▪ Principles of Disaster Management in Counselling</li> <li>▪ Stress in Trauma Management</li> </ul>			<b>10</b> <b>10</b> <b>10</b>	<b>20</b>

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**SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL**

**TOTAL CREDITS PER NCQF LEVEL (480)**

<b>NCQF Level</b>	<b>Credit Value</b>
<b>4</b>	<b>12</b>
<b>5</b>	<b>32</b>
<b>6</b>	<b>196</b>
<b>TOTAL CREDITS</b>	<b>240</b>

**Rules of Combination:**

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

**Rules of combination by components:**

- Fundamental components = 48 at 20%
- Core components = 172 at 72%
- Elective components = 20 at 8%

**Total = 240 at 100%**

**ASSESSMENT ARRANGEMENTS:**

**ASSESSMENT:**

Both formative and summative assessments will contribute towards the award of qualification as follows:

**Formative Assessment:**

The formative assessment will contribute 60% to the final grade.

**Summative Assessment:**

Summative assessment will constitute 40%

**MODERATION ARRANGEMENTS**

**MODERATION:**

Both internal and external moderation will be administered by registered and accredited moderators.

**RECOGNITION OF PRIOR LEARNING (if applicable)**

**Recognition of Prior Learning (RPL)**

- Candidates are granted permission to submit evidence for prior learning experiences.
- This translates into submission of any relevant documents to prove existence of competencies / skills
- The 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)**

**Employment Pathway / Opportunities:**

Graduates from this qualification will have competences, skills, and attributes to work as Para-professional under supervision in some of these working contexts as:

- School Counsellor assistants
- Health Practitioners assistants
- Trauma Counsellor assistants
- SHE Officers
- Disaster and Risk Management Officers
- Private counselling practitioner assistant
- Social Welfare Service assistants
- Corporate or Industrial Counsellor assistants
- Life Skills and Wellness assistants
- Life Coach and Mentors
- Youth and Community Officers
- Conflict Resolution Officers

**Vertical Articulation (Educational):**

The potential graduates from this Diploma in Counselling: Trauma programme may progress educationally into these Bachelor's degree qualifications at NCQF Level 7:

- Guidance and Counselling
- Counseling and Psychotherapy
- Rehabilitation Counselling
- Mental Health Counselling
- Addiction Counselling
- Community Counselling

**Horizontal Articulation (Educational):**

Candidates for this qualification in Diploma in Trauma Counselling may consider pursuing the following related Diplomas at NCQF Level 6:

- Diploma in Guidance and Counselling
- Diploma in Community Counselling
- Diploma in Primary Education
- Diploma in HIV and Counselling

**QUALIFICATION AWARD AND CERTIFICATION**

**Standards for awarding the certification in ‘Diploma in Counselling (Trauma)’ include:**

- Completion of a total of 240 credits as prescribed in the awarded qualification.
- Candidates are expected to attain stipulated total credit balanced across the fundamental (48 credits), core (172) and electives (20 credits).
- Award will be granted in accordance with prescribed standards for the qualification 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 Comparison:**

The *Gestalt Centre* is a specialized training institute in the United Kingdom (UK) offering a programme titled *Diploma in Counselling*. The Gestalt Centre is a professionally accredited institution by the British Association for Counselling and Psychotherapy (BACP) and is also fully equipped to train and work competently with a range of clients. The same expectation is placed on the *Diploma in Counselling* to be equally accredited by the local Mental Health and Counselling Associations as well as Botswana Qualifications Authority (BQA) as counselling service delivery centre by professionally accredited associations in Botswana. The programmes are offered over an intensive 2-year period and cover a balanced theoretical content with practical clinical supervision. The structure for the entry requirements are similar as they include completion of the ‘Certificate in Humanistic Counselling Skills’ offered by the same institute or evidence of ability to study at Diploma Level which includes equivalence of BGCSE.

**Regional comparison:**

The *Diploma in Counselling* qualification has been compared with *Higher Diploma in Counselling* offered by Kenya Association of Professional Counsellors (KAPC) in Kenya. Although Kenya states that it is Higher Diploma in the title there is not much in terms of difference because this is the standard used. The programmes are structured and standardized at Level 6 and attract learners from equivalence of the School Leaving Certificate (BGCSE) holders or Minimum KCSE C - or higher for Kenya context. The qualifications use different nomenclature on modules but have similar content coverage. In terms of

duration, KAPC programme takes one year whereas this programme takes two years which is considered sufficient for content delivery to ensure the content material is well covered.

**Local comparison:**

The *Boitekanelo College* is an institution in Botswana offering a 2-year programme qualification defined as *Diploma in Counselling* at Level 6 whereas this programme is titled *Diploma in Counselling: Trauma*. The entry requirements are similar in that they both accept NCQF Level 4 (eg. BGCSE) with a minimum 34 points or equivalence. Notwithstanding, Boitekanelo College has a more health-oriented focus hence the subject requirements include Biology, Chemistry, Physics or double science, Mathematics and English. Both programmes have Recognition of Prior Learning (RPL) where relevant experience of 2 years in health or a related counselling work experience with a recommendation letter provides reason for consideration by academic standard as entry into the programme. The programmes have comparability as they address similar professional content although modules use different nomenclature. The programmes address theories and processes including goals, client-therapist relationship and specific counselling procedures applied in counselling practice and foster a reflective practitioner approach.

**REVIEW PERIOD:**

Review is done every 5 years.