

## BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS														
<b>QUALIFICATION DEVELOPER (S)</b>			University of Botswana											
<b>TITLE</b>		Doctor of Philosophy Counselling and Human Services								<b>NCQF LEVEL</b>		10		
<b>STRANDS (where applicable)</b>		1. 2. N/A 3. 4.												
<b>FIELD</b>		Health and Social Services			<b>SUB-FIELD</b>			Social Services			<b>CREDIT VALUE</b>			360
New Qualification					Legacy Qualification									
<b>SUB-FRAMEWORK</b>		General Education			TVET			Higher Education			✓			
<b>QUALIFICATION TYPE</b>		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><b>RATIONALE:</b></p> <p>As Botswana strives to achieve her goals and strategies to “promote human, social, economic, and environmental development and illuminates’ pathways and choices that will define Botswana society over the next decades” (Education and Training Sector Strategic Plan [ETSSP], 2014, p.2) the need for people who can produce new knowledge through research and innovative capacity becomes critical. Restructuring the Education system in Botswana to provide dual pathways (academic and vocational) at the secondary school level creates a demand for more training and re-training of those involved in academic support, advising and counselling, as well as minimises a mismatch of skills of learners in the various pathways proposed by ETSSP in 2014. The Human Resource Development Council (HRDC) implementation of norms and standards for Tertiary Education of 2017 highlights the importance of Counselling: Academic support, advising and counselling are core <b>aspects of</b> the student’s academic life. Academic support should extend beyond deficit-oriented support</p>														

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programmes which augment the academic experience. Academic support is about the enhancement of generic skills that underpin academic functioning and is about the promotion of academic success and the realization of individual potential pertaining to all students. (p. 4)

A PhD qualification in Counselling and Human Services is needed to close the leadership gaps in the field of counselling pertaining to clinical, research and consultancy skills in Botswana. Several programme consultants (e.g., Prof. Angela D. Coker, 2013; Prof. Lisa Lopez Levers, 2017) who reviewed Counselling and Human Services observed that there was a need for coursework in the doctoral degree qualification for Counselling and Human Services. Coursework in counsellor preparation is in line with global trends in Counsellor Education. Prof. Coker noted the need for solid knowledge in counselling for graduates at the doctoral level. Coursework at the doctoral level focuses on practical skills, competencies and intensive preparation for ethical and professional issues and practices in Counselling.

### **PURPOSE: (itemise exit level outcomes)**

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

- Demonstrate leading skills in the provision of counselling services.
- Train counsellor educators, counsellors, counsellor supervisors, researchers, consultants, and mental health leaders.
- Practice as a professional counsellor and clinical supervisor.

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

The minimum entry requirement for this qualification is:

- NCQF Level 9, Master's Degree or equivalent.
- Recognition of Prior Learning (RPL):

There shall be provision for entry through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) in line with institutional and national policies.

*(Note: Please use Arial 11 font for completing the template)*

<b>SECTION B QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
LO1: Teach Counsellor Education courses and provide clinical supervision at the tertiary level.	AC1: Demonstrate competencies in teaching counselling courses at the graduate and undergraduate levels.

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	<p>AC2: Supervise counsellor trainees and/or counsellors in clinical practice.</p> <p>AC3: Design counsellor education programmes, materials, curriculum, and courses.</p>
LO2: Practice as a professional counsellor	<p>AC1: Demonstrate competencies in providing counselling services in a variety of settings at different levels.</p> <p>AC2: Demonstrate skills in serving the needs of people with a variety of mental health needs, ranging from disability, the effects of poverty or natural or man-made disasters, and other causes of distress.</p>
LO3: Evaluate and monitor professional counselling practice and standards	<p>AC1: Evaluate professional practices and reflect on their strengths and limitations in helping learners in a diverse and multicultural setting.</p> <p>AC2: Design and evaluate monitoring frameworks in the counselling profession.</p>
LO4: Integrate theories and models in their professional practice	<p>AC1: Demonstrate mastery in specific counselling skills in the areas of trauma, crisis, and disaster management using various counselling theories and models.</p> <p>AC2: Apply appropriate counselling theories and interventions with diverse populations.</p> <p>AC3: Develop culturally appropriate models and/or interventions</p>
LO5: Assess and appraise clients	<p>AC1: Use various psychometric and/or diagnostic tools to assess or diagnose the client's presenting problem or condition.</p> <p>AC2: Write client reports, case notes, and case conceptualization.</p> <p>AC3: Use appropriate referral systems and resources to assist clients.</p>
LO6: Provide leadership in designing counselling programmes and services	<p>AC1: Design and deliver specific community services and activities to facilitate the client's growth.</p> <p>AC2: Provide leadership in educational services to promote a comprehensive response to</p>

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	<p>academic, social, career, and personal needs.</p> <p>AC3: Conduct needs assessment/action research to inform programme development.</p>
LO7: Provided efficient, ethical, and professional services	<p>AC1: Demonstrate professional conduct and confidently make informed and ethical decisions in responding to the needs of the client.</p> <p>AC2: Demonstrate timely delivery of counselling services.</p> <p>AC3: Demonstrate sensitivity to issues of diversity.</p>
LO8: Participate in economic development through scholarly research in the field of counselling	<p>AC1: Write research proposals and grant proposals, design research instruments, collect and analyse quantitative and qualitative data, and supervise dissertations and/or theses in consultation with relevant stakeholders.</p> <p>AC2: Evaluate research studies for informed policy formulation and implementation.</p> <p>AC3: Supervise dissertations/theses; mentor and facilitate the professional development of emerging scholars in the field of counselling.</p> <p>AC4: Engage in consultancy work to address contemporary issues affecting society.</p> <p>AC5: Initiate research studies that extend the frontiers of knowledge in Counselling.</p>
LO9: Demonstrate multicultural competence	<p>AC1: Demonstrate multicultural competence, self-awareness, cultural awareness, and sensitivity to diversity issues.</p> <p>AC2: Reflect on knowledge, attitudes, and skills associated with multicultural issues.</p> <p>AC3: Work with clients from diverse cultural backgrounds and circumstances</p>

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<p>LO10: Consult and collaborate with various stakeholders in the field of counselling</p>	<p>AC1: Consult with parents, teachers, and other service providers on a variety of professional issues.</p> <p>AC2: Collaborate with other helping professionals to promote the effective provision of counselling services</p>
<p>LO11: Provide leadership in designing counselling programmes and services</p>	<p>AC1: Design and deliver specific community services and activities to facilitate the client's growth.</p> <p>AC2: Provide leadership in educational services to promote a comprehensive response to academic, social, career, and personal needs.</p> <p>AC3: Conduct needs assessment/action research to inform programme development.</p>
<p>LO12: Provide efficient, ethical, and professional services</p>	<p>AC1: Demonstrate professional conduct and confidently make informed and ethical decisions when responding to the client's needs.</p> <p>AC2: Demonstrate timely delivery of counselling services.</p> <p>AC3: Demonstrate sensitivity to multicultural and diversity issues.</p>

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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [ ]	Level [ 10 ]	Level [ ]	
<b>FUNDAMENTAL COMPONENT</b> <i>Subjects/ Courses/ Modules/Units</i>	Advanced Writing Seminars		10		10
<b>CORE COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>	Descriptive and Inferential Statistics		10		10
	Emerging theoretical perspectives in counselling		5		5
	Advanced Quantitative Research Methods		10		10
	Advanced Qualitative Research Methods		10		10
	Program Evaluation in Counselling		10		10
	Advanced Qualitative Data Analysis		5		5
	Advanced Group work and supervision		10		10
	Clinical supervision in Counselling		10		10
	Advanced Clinical Assessment and appraisal		10		10
	Advanced Practicum in Counsellor		10		10

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	education and supervision				
	Advanced Practicum in Mental health/school Counselling		10		10
	Leadership and consultation in Counselling		10		10
	Advanced Internship		60		60
	Dissertation		180		180
				<b>Total Credits</b>	<b>360</b>
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level [ ]	Level [ ]	Level [ ]	
1.					
2.					

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<b>Electives</b>					



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

#### TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
<b>Fundamentals 10</b>	<b>10</b>
<b>Core 10</b>	<b>350</b>
<b>Options/electives 10</b>	<b>0</b>
<b>TOTAL CREDITS</b>	<b>360</b>

#### Rules of Combination:

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

- All fundamental and core courses are compulsory as outlined in the qualification structure.
- All students take internships and dissertations.

### **ASSESSMENT ARRANGEMENTS**

#### **Formative**

Formative assessment with weighting 70%. Any three (3) of the following shall constitute continuous assessment (CA): Research paper/written paper, presentations, final evaluation report, test, portfolio, reflection papers, journal logs, projects, fieldwork, case studies, cultural immersion report, interview report, research essay, or any activity deemed necessary/appropriate by the course instructor.

#### **Summative**

Summative assessment with a weighting of 30%. This may include comprehensive examinations, demonstration of skill or competence, or final examinations.

### **MODERATION ARRANGEMENTS**

Moderators and assessors have to be BQA accredited or for equivalent accreditation bodies in case of candidates from outside Botswana. The assessor and moderator be accredited at level 10

### **RECOGNITION OF PRIOR LEARNING**

Provision exists for an award through Recognition of Prior Learning (RPL), in part or in full, in accordance with institutional and national policies.

### **CREDIT ACCUMULATION AND TRANSFER**

There is recognition of accumulation and transfer (CAT) of credits.

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

#### **Horizontal Articulation**

- PhD in Counselling Psychology
- PhD in Mental Health Counselling
- PhD in School Counselling

#### **Employment pathways**

- Counsellor Educator
- Teach Counselling in Tertiary institutions
- Professional Counsellor
- Academic advisor
- Career officer
- Clinical supervisor
- Mental Health Counsellor

- set up private practice

### **QUALIFICATION AWARD AND CERTIFICATION**

#### **Award**

To be awarded a Doctor of Philosophy (Counselling Education and supervision) qualification, a candidate must have a minimum of 360 credits.

#### **Certification**

Candidates meeting the prescribed requirements will be awarded a Doctor of Philosophy (Counselling and Human Services) and will be issued a certificate and an official transcript.

### **SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY**

#### **Introductory Statement**

The PhD in Counselling and Human Services qualification has been benchmarked with Mount Kenya University, which offers a PhD in Counselling Psychology that further expands into the sub-areas of substance abuse, marriage, family, and trauma. The programme qualification offers knowledge and skills to graduates to enable them to work effectively with clients across the lifespan in various settings.

#### **Regional comparability**

University of Pretoria offers PhD in Guidance and Counselling Learner support, which is comparable to our Ph. D in Counselling and Human Services. Both offer coursework in theory and practice of counselling, internship and research reports and seminars with a total credit hour load of 360.

#### **International comparability**

University of Florida (School of Human Development and Organizational Studies) offers a PhD (Mental Health Counselling) with comparable coursework in other mental health areas that are also offered by the proposed qualification .It has Internship hours and Practicum field placement.

Duquesne University offer a PhD in Counsellor Education and Supervision, 125 hours of practicum and 600 hours of internship. It is significantly comparable to the PhD in Counselling and Human Services offered here at the University of Botswana.

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### Summary of Similarities and Differences Observed

The Ph.D. in Counsellor Education and Supervision at Duquesne University and the University of Botswana are very similar in terms of coursework structure and practices. (iii). The University of Florida offers a PhD in (Mental Health Counselling) which is comparable to the PhD in Counselling and Human Services at the University of Botswana in terms of the model, level and exit outcomes.

### Comparability and articulation of the proposed qualification with the ones examined

The proposed qualification generally compares well with all the qualifications studied in terms of focus/domains, exit outcomes, assessment strategies and employment pathways.

### REVIEW PERIOD

The qualification shall be reviewed after 5 years.

### 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	