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		Issue No.	01
		Effective Date	01.08.2022

SECTION A: QUALIFICATION DETAILS													
QUALIFICATION DEVELOPER (S)		University of Botswana											
TITLE	Bachelor of Education in Counselling										NCQF LEVEL	7	
STRANDS (where applicable)	1. 2. 3. 4.												
FIELD	Education and Training				SUB-FIELD	Training				CREDIT VALUE	480		
New Qualification						√		Legacy Qualification					
SUB-FRAMEWORK		General Education				TVET		Higher Education				√	
QUALIFICATION TYPE	Certificate	I	II	III	IV	V	Diploma	Bachelor or	√				
	Bachelor Honours				Post Graduate Certificate				Post Graduate Diploma				
	Masters						Doctorate/ PhD						

RATIONALE AND PURPOSE OF THE QUALIFICATION													
RATIONALE: <p>There are a number of policy documents intended at establishing and reforming the education system in order to provide quality, accessible and equitable education in Botswana such as the Revised National Policy on Education (RNPE) (1994: R19, b & c; R33 a, b, c, d; R42, h, k, i) and the Education for Kagisano (1977). These policies, regarded Guidance and Counselling as an integral part of the education system. One of the main roles was to strengthen Guidance and Counselling to ensure adequate support for teachers and that Guidance and Counselling should be covered during pre-service training. One of the RNPE (1994) goals and content of the programme emphasizes the pre-vocational preparation through career Guidance and</p>													

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Counselling. Furthermore, the HRDC Career Fair report has shown that many students who apply for tertiary education have indicated that they have challenges with regard to career decision making, which is a clear indication that career counselling is limited in secondary schools to help prepare them for future career decision making processes.

Additionally, another policy document titled Guidance and Counselling Policy Guidelines (1996) was established to guide the implementation of the Guidance and Counselling programme in the education system. The policy guidelines were a response to the request made by different stakeholders who realized the need of professional counselling in schools to deal with different issues that the youth were facing such as teenage pregnancies as well as abuse of drugs and substances among others. Currently, most of the Senior teacher Guidance and Counselling in schools are not trained in Counselling hence this qualification accord them the opportunity to further their studies in the field of counselling. Hence will be able to assist students in schools. According to Human Resource Development Council (HRDC) (2017), Counselling Services have become the core service of Student Affairs Services (SAS) and are professionally aligned to the health and wellness professions within a country as well as within tertiary education systems and institutions. The changing demographics of students, as well as changes in the theoretical frameworks of counselling practices, in addition to the changing overall aims of tertiary education have made counselling services essential to any SAS at institutions. Hence makes it one of the top occupations in high demand within the training and education division. The division recognizes the need for skill development in the areas of Guidance and Counselling, career counselling and educational psychology just to mention a few.

PURPOSE: (itemise exit level outcomes)

The purpose of the qualification aims to produce graduates with specialized knowledge, skills, and competences to:

- Teach guidance and offer counselling services to learners experiencing psychological issues in schools and other educational settings.
- Teach a minor subject of their choice.
- Administer psychological tests.
- Administer and interpret non-psychological tests.
- Develop and manage Guidance and Counselling programs in schools and other settings.
- Conduct basic research in areas related to counselling.
- Work with different populations in diverse settings where psychological services are provided.

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MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

The minimum entry requirement to admission to Bachelor in Education (counselling) shall be:


- NCQF Level 4 or its equivalent.
- Entry application through recognition of prior learning (RPL) and credit accumulation and Transfer (CAT) is allowable through Institutional policies in line with the National RPL & CAT policies.


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SECTION B		QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)		ASSESSMENT CRITERIA	
LO1: Apply knowledge on the historical development, theories and techniques of counselling.		AC 1:1 Describe the historical, social and cultural foundations of counselling and their influence on counselling relationship. AC 1:2 Assess the major theories of counselling approaches. AC 1:3 Integrate different theories and techniques in counselling diverse clients.	
LO2: Apply skills and attitudes in teaching and learning relevant to the Guidance teaching profession.		AC 2:1 Develop a scheme of work, a lesson plan and record of work. AC 2:2 Identify and use appropriate and differentiated teaching methods. AC 2:3 Develop appropriate instructional resources and effective classroom management strategies. AC 2:4 Deliver a learner centred lesson with appropriate learner methods and techniques. AC 2:5 Assess learners using different assessment techniques. AC 2:6 Utilize summative, formative evaluation and portfolio. AC 2:7 Utilize appropriate emerging technology (software and gadgets) methods in teaching of guidance. AC 2:8 Design and promote a comprehensive programme to academic, social, career, and	

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	<p>personal needs of learners.</p> <p>AC 2.9 Utilise a variety of consultation procedures in school and community settings</p>
<p>LO3: Provide effective counselling services in counselling speciality areas</p> 	<p>AC 3:1 Generate procedures followed in a counselling session.</p> <p>AC 3:2 Conduct a counselling session using basic counselling skills.</p> <p>AC 3:3 Develop an intake form, an informed consent form and treatment plan for counselling sessions.</p> <p>AC 3:4 Establish goals on what clients anticipate from the counselling process</p> <p>AC 3:5 Explain confidentiality and its limitations</p> <p>AC 3:6 Analyse and use counselling documents and materials in different settings.</p> <p>AC3:7 Apply appropriate counselling skills to diverse issues across the lifespan.</p> <p>AC 3:8 Utilize appropriate emerging technology (software and gadgets) in counselling services.</p> <p>AC 3:9 Apply critical thinking skills in varied situations.</p>
<p>LO4: Apply psychological assessment procedures in school and community settings.</p>	<p>AC 4:1 Administer non psychometric and psychometric assessment/test tools in appraising learners and clients.</p> <p>AC 4:2 Interpret test scores for non-psychometric tools and write a report.</p> <p>AC 4:3 Utilize non-psychometric tests results and other assessment reports to provide counselling to clients.</p> <p>AC 4:4 Utilize psychometric tests results and other assessment reports to recommend specialised interventions.</p>


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LO5: Apply career development theories and skills in counselling.	AC 5:1 Develop entrepreneurial projects and programmes for guidance and counselling AC 5:2 Apply entrepreneurial skills in career development and career assessment at individual and group level. AC 5:3 Examine common issues faced by clients at various stages of development which relate to career development AC 5:4 Apply theories of career development in various issues
LO6: Safeguard clients' information and adhere to the stipulated standards of practice.	AC 6:1 Maintain confidentiality when dealing with clients' records and information. AC6:2 Develop teaching records according to the requirements of the institution. AC 6:3: Identify the legal and ethical issues related to counselling diverse populations AC 6:4 Apply the ethical and legal issues in counselling AC 6:5 Resolve ethical dilemmas in accordance to the professional standards
LO7: Prepare cultural relevant counselling services for students, individuals, families, and communities in a variety of settings.	AC 7:1 Advocate for learners and clients equitable access to guidance and counselling information. AC 7:2 Apply cultural competence and cultural sensitivity concepts to analyse client's issues in a multi-cultural setting. AC7:3 Design guidance activities and counselling interventions that are culturally appropriate and sensitive to the needs of the population served. AC 7:4 Apply indigenous approaches of counselling practice.


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LO8: Participate effectively in the Counselling profession.	AC 8:1 Participate in the professional bodies and activities. AC 8:2 Collaborate and network with members of the counselling profession and other affiliated professionals.
LO9: Apply research methods and techniques to conduct research in counselling.	AC 9:1 Conduct research (proposal, data collection and analyse data) to enhance quality lesson delivery and community/client related interventions. AC 9:2 Adhere to research ethics during data collection AC 9:3 Disseminate research findings through publications and through presentations. AC 9:4 Apply action research in the field of counselling AC9:5 Utilize appropriate emerging technology (software and gadgets) when conducting research.


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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [5]	Level [6]	Level [7]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Introduction to Communication and Academic Literacy	24			24
	Computing and Computing Skills Fundamentals	24			24
	Introduction to Educational Research		12		12
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Foundations of Guidance and Counselling	12			12
	Introduction to Educational Psychology	12			12
	Indigenous Guidance and Counselling Approaches	12			12
	Introduction to Career Development	12			12
	Helping Relationship Skills	12			12
	Counselling Over The Life Span		12		12
	Theories and Techniques of Counselling		12		12
	Group work in Counselling		12		12

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	Ethical and Legal Issues in Counselling		12		12
	Appraisal Techniques in Counselling			12	12
	Community Counselling			12	12
	Multi-Cultural Counselling			12	12
	HIV & AIDS Counselling			12	12
	Teaching of Guidance in Schools and Other Settings (with Teaching Practice)			24	24
	Psychological Assessment and Psychometrics			12	12
	Practicum in Guidance and Counselling			12	12
	Substance Abuse Counselling			12	12
	Consultation in Schools and Community Settings			12	12
	Development and Management of Guidance and Counselling Programmes			12	12
	Research Project in Counselling			12	12
	Internship in Guidance and Counselling (Field work)			24	24
	Subject and Pedagogical Content Knowledge [Teaching Subjects]	24	24	48	96

 BOTSWANA Qualifications Authority	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.P01.GD02
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ELECTIVE /OPTIONAL COMPONENT	Optional (Take three optional courses)				
	Occupational Counselling			12	12
	Marriage and Family Counselling			12	12
	Human Learning, Cognition and Motivation			12	12
	Historical, Philosophical and Sociological Foundations of Education			12	12
	Seminars in Counselling			12	12
	Spiritual Counselling			12	12
	Human Sexuality and Counselling			12	12
	Children and Adolescence Counselling			12	12
	School Organization and Service			12	12
	Electives (Take two electives)				
	Contemporary Issues and Practices in Art and Art Education			12	12
	Curriculum and Instructional Methods for Students with Mild to Moderate Intellectual Disabilities		12		12
	Communication Processes for Students with Hearing Impairment		12		12

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	Diagnostic Teaching in Basic Skills for Students with Learning Difficulties		12		12
	Pastoral Care and Counselling			12	12
	Psychological Foundations of Pastoral Care and Counselling			12	12
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level []	
1.					
2.					

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
Fundamentals level	60
Core level	360
Electives and Options level	60
TOTAL CREDITS	480
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<p>At the end of <i>Bachelor of Education (Counselling)</i>, a learner must have completed:</p> <ol style="list-style-type: none"> 1. All the fundamentals and Core Courses = 360 credits 2. Practicals (Teaching practice, Practicum and Internship field work) = 60 credits 3. Options and elective courses = 60 credits <p>Level 5= 132 credits</p> <p>Level 6=108 credits</p> <p>Level 7=264 credits</p>	

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ASSESSMENT ARRANGEMENTS

Formative assessment weighting of 70%
Summative assessment with weighting of 30%
Assessment will be carried out by BQA accredited assessor

MODERATION ARRANGEMENTS

There shall be both internal and external moderation in accordance with institutional and national policies.
Assessment will be carried out by BQA accredited assessor.

RECOGNITION OF PRIOR LEARNING

There is provision for an award through recognition of prior learning (RPL) in part or in full in line with institutional and national policies.

CREDIT ACCUMULATION AND TRANSFER

There is provision for award of this qualification through Credit Accumulation and Transfer (CAT) in line with institutional and national policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning pathways has 3 pathways

a) Horizontal pathways


Qualifications of similar level that graduates may consider are:

- Bachelor of Guidance and Counselling
- Bachelor of School Counselling
- Bachelor of Pastoral counselling
- Bachelor of Student counselling and development
- Bachelor of Education Counselling (Major/Major)
- Bachelor of Science Counselling

b) Vertical pathways

Qualifications at the immediate higher level that the degree holder may progress to include:

- Master of Arts (School Counselling)

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- Master of Arts (Mental Health Counselling)
- Master of Arts (Counsellor Education)
- Master of Arts (Counselling Psychology)
- Master of Arts (Pastoral Counselling)
- Master of Arts (Clinical Psychology)
- Master of Arts (Social Work)
- Master of Arts (Educational Psychology)
- Master of Arts (Special Education)
- Master of Arts (Community Counselling)

Employment pathways

Occupations that graduates will be employed as e.g.

- Guidance teacher
- Para-professional School Counsellor
- Para-professional Community counsellor
- Para-professional Pastoral counsellor
- Substance Abuse Counsellor
- Student Welfare Officer
- Mental Health Counsellor
- Career Counsellor
- Warden

Marriage and Family Counsellors


QUALIFICATION AWARD AND CERTIFICATION

1. Qualification Award

To be awarded a Bachelor of Education (Counselling) qualification. A candidate must have a minimum of 480 credits.

2. Certification

Candidates meeting prescribed requirements will be awarded a Bachelor of Education (Counselling) qualification and will be issued a certificate and an official transcript.

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SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification compares with the following:

- **Regional compatibility**

Moi University (Kenya) offers Bachelor of Education (Guidance and Counselling) NCQF level 7

- **International compatibility**

Universiti Utara Malaysia College Arts & Sciences offers a Bachelor of Counselling (Honours) (NCQF level 7).

Similar to the proposed qualification, the qualification offered by Universiti Utara Malaysia College Arts & Sciences and Moi University run for three and four years respectively with majority of similar courses. The core courses offered by the Universiti Utara Malaysia College Arts & Science are for instance, Basic Principles of Counselling and Guidance Multicultural counselling, Theory and Practice of Group Counselling, Helping Skills, Ethics and Acts of a Counsellor, Individual Counselling Skills etc. Moi university offers Guidance and counselling, Counselling theories, Models and Techniques, General methods and teaching, Evolution and Development of Guidance and Counselling and research skills etc as well as a teaching subject like the proposed qualification. Another similarity found in Moi university is that the assessment component does not include examinations instead assessment is through Teaching Practice (TP), practicum and internship. However, Teaching Practice takes place twice in 2nd year for four weeks and 3rd year. The total hours allocated for both TP and practicum is 9 credits each at Moi University. Practicum at Moi University is done in 3 semesters from 2nd year until 4th year. The proposed qualification duration of Teaching Practice is 7 weeks in year 3. And another 7 weeks for Internship in year 4. Practicum is done during the course of the semester at 3rd year. However, since the Universiti Utara Malaysia College Arts & Sciences does not offer teaching subject courses, they do not have the Teaching Practice aspect in their assessment criteria.

There are also similarities in terms of employment pathways. The Moi University graduates guidance teachers, marriage and family counsellors and career counsellors like the proposed qualification. The Universiti Utara Malaysia College Arts & Sciences graduates can find work as counsellors, social psychologist, Health psychologists, psychological test assessors and researchers.

A notable difference is in the name of the qualification, the Universiti Utara Malaysia College Arts & Sciences qualification is Bachelor of Counselling (Honours) while the Moi University is a Degree. Moreover, the Moi University qualification is offered both on Part-time and Full-time basis.

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REVIEW PERIOD

The qualification will be reviewed every 5 years.

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