

BQA NCQF Qualification Template

DNCQF.FDMD.GD03

Issue No.: 01

SECTION A: QUALIFICATION DETAILS																
QUALIFICATION DEVELOPER			University of Botswana													
TITLE		Bachelor of Psychology Honours										NCQF LEVEL		8		
FIELD		Health And Social Services			SUB-FIELD		Health Science				CREDIT VALUE		520			
New Qualification					Y		Review of Existing Qualification									
SUB-FRAMEWORK		General Education					TVET					Higher Education		✓		
QUALIFICATION TYPE		Certificate	I		II		III		IV		V		Diploma		Bachelor	
		Bachelor Honours		✓	Post Graduate Certificate						Post Diploma		Graduate			
		Masters						Doctorate/ PhD								
RATIONALE AND PURPOSE OF THE QUALIFICATION																
<p>RATIONALE:</p> <p>Psychology is the scientific discipline that focuses on human cognition, emotion and behaviour. The discipline studies the relative influences of inherited and environmental factors on human development and behaviour throughout the life-span and within specific situational contexts. Psychology investigates both normal and abnormal behaviours and applies its knowledge in various contexts such as research, counselling centres, schools and childcare institutions, rehabilitation centres, work organisations and industries, governmental and non-governmental organisations, psychiatric and other hospitals, and in private practice.</p> <p>The Global Disease Burden report in 2010 first raised the alarm of the rise in mental and substance use disorders in sub-Saharan Africa and the potential negative impact that this would have on the healthcare system (Charlson et al., 2014). Furthermore, the demand for mental healthcare was predicted to exceed the workforce. The 2020 report indicates a more pressing needs, with a steep rise in the levels of disability due to mental illness, with depression, anxiety, and self-harm being the biggest contributors to years living with disability (Vos et al., 2020). More staggering is that the trend is across the lifespan from teenage years into adulthood. Looking at Botswana more specifically, the estimated proportion of life years that is attributed to living with different disabilities is 15% - 19% (Vos et al., 2020). This statistic is concerning given the overall lack of mental health resources in Botswana, where the World Health Organization (2013) estimated that low-middle income countries spent 1.9% of their overall health budget on mental health resources. Adding to the need to increase local mental health resources is that the progression and control of other diseases, such as HIV, is impacted by mental health (World Health Organization, 2013). Given the rise in need, the Human Resources Development Council has identified Psychology as a priority occupation in line with the</p>																

development goals of the country (Human Resource Development Council of Botswana, 2019).

Owing to the lack of psychologists in Botswana, professionals are often overwhelmed by the problems they attempt to address and tend to suffer from burn-out syndrome. The Bachelor of Psychology Honours qualification is a professional qualification that will equip students with skills and competencies that allows them to provide much needed psychological services as paraprofessionals.

The Bachelor of Psychology Honours qualification is offered at the NCQF Level 8 over a four-year period. The Bachelor of Psychology Honours qualification makes students conversant with major areas of psychology and provides a foundation for professional practice and development. The Bachelor of Psychology Honours qualification also prepares students for post-graduate degree qualifications at Masters level, which is a requirement for professional practice in psychology. The Bachelor of Psychology Honours qualification further promotes cross-fertilisation of intellectual ideas and enhances multidisciplinary approaches to academic qualifications and behavioural research.

PURPOSE:

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

- Apply theoretical knowledge in psychology and cognitive skills (analytical thinking, critical thinking, scientific inquiry, creativity, information management, and judgment and decision making).
- Apply skills for reflective practice and self-assessment in the application of the knowledge base in psychology.
- Adopt and apply the scientific approach.
- Communicate effectively and engage in effective interpersonal relationships.
- Demonstrate awareness, sensitivity, and skills in working professionally with diverse individuals, groups, and communities.
- Provide basic psychosocial support in an ethical and a legal manner.
- Propose and justify appropriate evidence-based, psychological interventions in applied settings (e.g., clinical, school, community, or industrial settings).
- Diagnose problems, capabilities and issues associated with individuals, groups, and/or organizations.
- Provide expert guidance or professional assistance in response to a client's needs or goals.
- Develop entrepreneurial mindset.

ENTRY REQUIREMENTS (including access and inclusion)

- Bachelor's Degree (NCQF level 7) in the same or a cognate field of study.
- Admission through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) is applicable in accordance with the ETP's policies.

SECTION B		QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)		ASSESSMENT CRITERIA	
1. Demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioural problems as well as demonstrate depth in their knowledge and application of psychological concepts and frameworks.	1.1	Evaluate and apply major psychological theories to explain and predict behaviour, including advantages and limitations in the selected frameworks.	
	1.2	Demonstrate an understanding of the complexity of the persistent questions that occupy psychologists' attention.	
	1.3	Analyse the variability and continuity of behaviour and mental processes.	
	1.4	Apply knowledge of the sociocultural and international contexts influencing individual differences across societal and cultural groups.	
	1.5	Compare and contrast the nature of psychology with other disciplines (e.g., biology, economics, political science), including identifying the potential contribution of psychology to interdisciplinary collaboration.	
	1.6	Compare and contrast psychology's major sub-disciplines.	
	1.7	Apply knowledge of the differences in content domains in relation to the kinds of questions asked and the methods used to explore them within clinical and other applied settings.	
	1.8	Summarize important aspects of the history of psychology, including key figures, central concerns, methods used, and theoretical conflicts.	
	1.9	Apply knowledge of complex behaviour by integrating concepts developed from different content domains to explain behaviours in clinical and other applied settings.	
	1.10	Predict how sociocultural and international factors influence how scientists think about behavioural and mental processes.	
	1.11	Demonstrate how the strands, trends, and critical questions indigenous psychology and its application in psychology practice in contemporary.	
	1.12	Demonstrate how psychological principles can be used to explain social issues, address pressing societal needs, and inform public policy.	
	1.13	Evaluate how the mind and body interact to influence psychological and physical health.	
	1.14	Explain how psychological constructs can be used to understand and resolve interpersonal and intercultural conflicts.	

<p>2. Conduct the practice of psychology within the boundaries of competencies while demonstrating commitment to lifelong learning, engaging in critical thinking and demonstrating a commitment to the development of the profession.</p>	<p>2.1 Monitor and evaluate attitudes, values, and beliefs towards diverse others.</p> <p>2.2 Monitor and adjust professional performance in action as situation requires.</p> <p>2.3 Recognize and address your own problems, minimizing interference with competent professional functioning.</p> <p>2.4 Demonstrate motivation to continue lifelong development and improvement.</p> <p>2.5 Identify level of competence across all competency domains.</p> <p>2.6 Assess own strengths and weaknesses and seek to prevent or ameliorate impact on professional functioning.</p> <p>2.7 Recognize when new/improved competencies are required for effective practice.</p> <p>2.8 Prepare a personal statement of professional goals identifying areas for further professional growth, with extended plans to achieving the goals.</p> <p>2.9 Forecast and self-identify disruptions in functioning and intervene at an early stage with minimal support from supervisors.</p> <p>2.10 Seek supervision when personal problems may interfere with professional activities.</p> <p>2.11 Seek supervision when working with client problems for which he/she has had limited experience to ensure competence of service.</p>
<p>3. Demonstrate respect for scientifically derived knowledge while demonstrating an understanding of research methodology, biological bases of behavior, cognitive – affective bases of behaviour, and life span human development.</p>	<p>3.1 Assess independently and apply scientific knowledge and skills appropriately to the solution of problems.</p> <p>3.2 Implement appropriate methodology to address research questions.</p> <p>3.3 Evaluate scientific literature regarding clinical issues.</p> <p>3.4 Identify multiple factors and interactions of those factors that underlie pathological behaviour.</p> <p>3.5 Review scholarly literature related to clinical work and applies knowledge to case conceptualization.</p> <p>3.6 Apply independently evidence-based practice (EBP) concepts in practice.</p> <p>3.7 Compare EBP approaches independently with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning.</p>
<p>4. Demonstrate capacity to relate effectively and meaningfully with individuals (clients), groups, and/or communities.</p>	<p>4.1 Negotiate effectively conflictual, difficult, and complex relationships including those with individuals and groups that differ significantly from oneself.</p> <p>4.2 Maintain satisfactory interpersonal relationships with clients, peers, faculty, allied professionals, and the public.</p> <p>4.3 Seek out independently, integrate, and provide constructive feedback.</p> <p>4.4 Evaluate and implement feedback from others.</p> <p>4.5 Utilise affective reactions in the service of resolving disagreements or fostering growth in others.</p> <p>4.6 Examine patient's/client's feelings, attitudes, and wishes, particularly as they are expressed toward the therapist, so as</p>

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	<p>to maintain and/or promote therapeutic dialogue.</p> <p>4.7 Facilitate the patient's/client's exploration and expression of affectively difficult issues, while remaining emotionally engaged.</p> <p>4.8 Work flexibly with patients'/clients' intense affects which could destabilize the therapeutic relationship.</p> <p>4.9 Demonstrate descriptive, understandable command of language, both written and verbal.</p> <p>4.10 Communicate clearly and effectively with clients.</p> <p>4.11 Utilise appropriate professional language when dialoguing with other healthcare providers.</p> <p>4.12 Prepare sophisticated and compelling case reports.</p> <p>4.13 Prepare treatment summaries that are concise, yet comprehensive.</p>
5. Develop awareness, sensitivity, and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds.	<p>5.1 Apply knowledge of self to monitor and improve effectiveness as a professional.</p> <p>5.2 Obtain consultation or supervision when uncertain about diversity issues.</p> <p>5.3 Apply knowledge of others to monitor and improve effectiveness as a professional.</p>
6. Apply ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations	<p>6.1 Address complex ethical and legal issues.</p> <p>6.2 Articulate potential conflicts in complex ethical and legal issues.</p> <p>6.3 Prevent problems and unprofessional conduct.</p> <p>6.4 Demonstrate advanced knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent.</p> <p>6.5 Apply applicable ethical principles and standards in professional writings and presentations.</p> <p>6.6 Apply applicable ethics concepts in research design and subject treatment.</p> <p>6.7 Apply ethics and professional concepts in training activities.</p> <p>6.8 Develop strategies to seek consultation regarding complex ethical and legal dilemmas.</p> <p>6.9 Decide on the appropriate steps when others behave unprofessionally.</p> <p>6.10 Identify potential conflicts between personal belief systems, ethics code and legal issues in practice.</p> <p>6.11 Demonstrate adherence to ethical and legal standards in professional activities.</p> <p>6.12 Take responsibility for continuing professional development.</p>

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<p>7. Act in ways that target the impact of social, political, economic, or cultural factors to promote change at the individual (client), institutional, and/or systems level</p>	<p>7.1 Promote client self-advocacy. 7.2 Assess implementation and outcome of client's self-advocacy plans. 7.3 Implement advocacy activities that impact groups or social level, as well as individual-level change. 7.4 Develop alliances with relevant individuals and groups. 7.5 Engage with groups with differing viewpoints around issue to promote change. 7.6 Ensure groups understand how institutionalized norms can be oppressive and can help groups act on that understanding to facilitate positive change.</p>
<p>8. Design interventions that alleviate suffering and promote health and well-being of individuals, groups, and/or organizations while informing practice with relevant research and clinical expertise as required in evidence-based practice (EBP).</p>	<p>8.1 Assess presenting issues considering the larger life context, including diversity, vocational, and developmental issues. 8.2 Prepare case conceptualizations independently and accurately. 8.3 Select independent intervention(s) appropriate for the presenting issue(s). 8.4 Present rationale for intervention strategy that includes empirical support. 8.5 Create a treatment plan that reflects successful integration of empirical findings, clinical judgment, and client preferences. 8.6 Create a plan as to when to seek consultation and refer to other health care professionals for problems outside one's training and experience. 8.7 Deliver a typical range of psychological interventions appropriate to practice setting in the prevention, treatment and rehabilitation of common health and mental health problems. 8.8 Recognize and manage special circumstances. 8.9 Terminate treatment/intervention successfully. 8.10 Collaborate effectively with other providers or systems of care. 8.11 Evaluate own performance in the treatment/intervention role. 8.12 Seek consultation when necessary.</p>
<p>9. Assess and diagnose problems, capabilities and issues associated with individuals, groups, and/or organizations.</p>	<p>9.1 Demonstrate awareness and competent use of culturally sensitive instruments and norms. 9.2 Seek consultation as needed to guide assessment. 9.3 Describe limitations of assessment data reflected in assessment reports. 9.4 Select, administer, score and interpret assessment tools with clinical populations. 9.5 Select assessment tools to reflect a flexible approach to answering the diagnostic questions. 9.6 Prepare comprehensive reports that include discussion of strengths and limitations of assessment measures as appropriate. 9.7 Conduct interviews and prepare reports that lead to formulation of a diagnosis and the development of appropriate treatment/intervention plan. 9.8 Select assessment tools that reflect awareness of client population served at practice site.</p>

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	<p>9.9 Interpret assessment results accurately considering limitations of the evaluation method.</p> <p>9.10 Provide meaningful, understandable, and useful feedback that is responsive to client's need.</p> <p>9.11 Prepare treatment plans that incorporate relevant developmental features and clinical symptoms as applied to presenting problems.</p> <p>9.12 Identify problem areas and make a diagnosis.</p> <p>9.13 Recognize limitations of diagnoses and treatment planning in terms of socio-cultural factors and take action to address these limitations through culturally informed intervention planning.</p> <p>9.14 Prepare reports based on case material.</p> <p>9.15 Administer, score, and interpret test results.</p> <p>9.16 Formulate case conceptualizations incorporating theory and case material.</p> <p>9.17 Prepare an effective, comprehensive report.</p> <p>9.18 Communicate assessment results verbally to clients.</p>
10. Provide expert guidance or professional assistance in response to a client's needs or goals, wherein the client may be an individual, group, or organization.	<p>10.1 Articulate different forms of consultation (e.g., mental health, educational, systems, advocacy).</p> <p>10.2 Match professional role or function to situations.</p> <p>10.3 Demonstrate ability to gather information necessary to answer referral questions.</p> <p>10.4 Clarify and refine referral question based on analysis/assessment of question.</p> <p>10.5 Prepare clear, useful consultation reports and recommendations for all appropriate parties.</p> <p>10.6 Provide verbal feedback to the consultant of results and offers appropriate recommendations.</p> <p>10.7 Implement consultation interventions based on assessment findings.</p> <p>10.8 Implement consultation interventions that meet consultee goals.</p>
11. Support economic growth and social progress through innovative business creation and proliferation of new ideas, skills, and practices.	<p>11.1 Recognize opportunities for private practice in Botswana and other settings.</p> <p>11.2 Develop valid assessment measures for practice and sale.</p> <p>11.3 Develop audiovisuals for practical training and sale.</p>

SECTION C	QUALIFICATION STRUCTURE				
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [5]	Level [7]	Level [8]	
	Psychometrics		15		15
	Applied Statistics for Psychology		33		33
	Introduction to Psychology	12			12
	Biological Basis of Human Behaviour	12			12
	Ethics and Professional Skills			12	12
	Communications in Psychology		12		12
CORE COMPONENT Subjects/Courses / Modules/Units	Quantitative Research Methods in Psychology		18		18
	Qualitative Research Methods and Analysis in Psychology		15		15
	Developmental Psychology		24		24
	Theories of Personality		15		15
	Psychology of Learning		12		12
	Principles of Psychopathology		12		12
	Psychology for National Development			15	15
	Applied Psychological Testing			15	15
	Cognitive Psychology		12		12
	Philosophy and History of Psychological Science		12		12
	Neuropsychology		12		12

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	Critical and Cross-cultural Psychology		12		12
	Social Psychology		12		12
	Motivation and Emotion		12		12
	Essentials of Sensation and Perception		12		12
	Research Proposal			18	18
	Research Project			21	21
	Experimental Psychology		15		15
	Practicum			15	15
	Psychology and Society	12			12
ELECTIVE/ OPTIONAL COMPONENT* Subjects/Courses/ Modules/Units	Psychology Modules				
	Organizational Psychology		12		12
	Industrial Psychology		12		12
	Environmental Psychology		15		15
	Comparative Psychology		12		12
	Psychological Counselling Skills		15		15
	Health Psychology		16		16
	Consumer Psychology		12		12
	Ergonomics and Human Factors			15	15
	Psychology and Health Promotion			15	15
	Special Topics in Psychology			16	16
	Positive Psychology			12	12
	Forensic Psychology			12	12
	Community Psychology			12	12

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
NCQF Level 5	36
NCQF Level 7	310
NCQF Level 8	174
TOTAL CREDITS	520
Rules of Combination:	
(Please Indicate combinations for the different constituent components of the qualification)	
<p>In order for a student to graduate with the Bachelor of Psychology Honours qualification, they should have completed a minimum of 520 credits distributed as follows:</p> <ul style="list-style-type: none"> • 96 credits of fundamental courses • 291 credits of core courses • A minimum of six (6) modules at 12 credits each, one (1) module at 16 credits, and three (3) modules at 15 credits each, amounting to a minimum of 133 credits of elective courses. 	

ASSESSMENT ARRANGEMENTS

All the assessments, formative and summative, leading/contributing to the award of credits or a qualification should be based on learning outcomes and/or sub-outcomes.

Formative assessment

- The contribution of formative assessment to the final grade shall be 50%.

Summative assessment

- Candidates may undergo assessment including written and practical and simulated projects. The final examination for each examinable course contributes **50%** of the final mark for that course.
- For non-examinable courses, the final grade is based upon the composite of all continuous assessment marks for each of those courses.

Internship

- The portfolio shall be the primary mode of formative assessment and shall wholly contribute towards the final grade.

MODERATION ARRANGEMENTS

BQA-accredited assessors shall moderate assessments in accordance with ETP policies and BQA guidelines.

RECOGNITION OF PRIOR LEARNING (if applicable)

Candidates may submit evidence of prior learning and current competence and/or undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with applicable university 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 sub-field of study by relevant national, regional, or international professional bodies.

PROGRESSION PATHWAYS

Horizontal Articulation (related qualifications of similar level that graduates may consider)

The Bachelor of Psychology Honours qualification enables students to enroll at comparable institutions at the same level in the following:

- Bachelor of Arts (Honours) Psychology qualifications

- Bachelor of Science (Honours) Psychology qualification

Vertical Articulation (qualifications to which the holder may progress to)

Graduates of the Bachelor of Psychology Honours qualification will be able to enrol in the following:

- Master of Arts in Psychology
- Master of Arts in Clinical Psychology
- Master of Arts in Counselling Psychology
- Master of Arts in Industrial Psychology
- Master of Arts in Social and Community Psychology
- Master of Arts in Neuropsychology/Clinical Neuropsychology
- Master of Philosophy in Psychology
- Doctoral degree qualifications that require a 4-year bachelor's degree in psychology for entry

Employment Pathways

Graduates will be able to work in the following areas or capacities:

- Psychosocial counsellor
- Human Resource Officer
- Psychology Assistant
- Research Officer
- Marketing Officer
- Health and Employee Wellbeing Officer
- Community Development Officer
- Public Health Educator
- Mental Health Advocate
- Training Officer
- Early Childhood Teacher
- Industrial Relations Officer
- Administrative Assistant

QUALIFICATION AWARD AND CERTIFICATION

To be awarded a Bachelor of Psychology Honours qualification, a student should have completed a minimum of 600 credits distributed according to the rules of combination.

A candidate who successfully completes the qualification shall be issued with a certificate as an

indication of the award.

REGIONAL AND INTERNATIONAL COMPARABILITY

Nelson Mandela Metropolitan University (NMMU) offers a Bachelor of Arts in Psychology degree which compares in terms of content and skills. The NMMU qualification is a three-year qualification with a prescribed curriculum that emphasizes skills and competency training in counselling and industrial/organizational psychology. However, the NMMU qualification does not enable students to proceed directly into graduate studies which will allow them to register as professional studies upon completion. Instead, they must pursue an additional Honours degree (level 8) before they are eligible for Masters' level studies.

The University of Namibia (UNAM) offers a comparable to the Bachelor of Psychology Honours degree in terms of content and years of study. As the Bachelor of Psychology Honours is a professional degree, there is also focus on practical learning, which is through practicum during both semesters of the fourth year. Like our qualification, the UNAM qualification is a four-year program with a prescribed curriculum that emphasizes skills and competency training in counselling. In addition, graduates must gain practical experience through a supervised internship in the final year. However, the UNAM qualification also offers an industrial psychology stream.

Deakin University in Australia also compares with our Bachelor of Psychology Honours qualification in terms of content, competency training and number of years of study. Bachelor of Psychology Honours qualification can lead directly to provisional registration with the Psychology Board of Australia and associate membership of the Australian Psychological Society (APS), which allows graduates to perform some counseling-related services. Deakin's qualification is a four-year qualification with a prescribed curriculum that emphasizes skills and competency training in counselling.

REVIEW PERIOD

Every 5 years