

## BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS														
<b>QUALIFICATION DEVELOPER (S)</b>			University of Botswana											
<b>TITLE</b>		Master of Arts in Industrial and Organizational Psychology							<b>NCQF LEVEL</b>		9			
<b>STRANDS (where applicable)</b>		N/A.												
<b>FIELD</b>		Health and Social Services		<b>SUB-FIELD</b>		Social Services			<b>CREDIT VALUE</b>		312			
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				
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>														
<p><b>RATIONALE:</b></p> <p>The provision of psychological services is regulated by the Botswana Health Professions Council (BHPC). In line with international best practices, at least, a master's degree in any of the subfields of psychology is required to qualify and practise as a psychologist in Botswana (e.g., Clinical Psychology, Industrial-Organisational Psychology, Educational Psychology, etc.). For the psychology profession, graduate employability is only possible after one acquires a master's degree as per the BHPC regulatory requirement.</p>														

First, above noted legislative, socio-economic environment and the bold national strategic goals calls for the ETPs in the country to be responsive and heed the calls and develop graduate qualifications in psychology. Second, today's business environment expects leaders and managers to promote organisational effectiveness, teamwork, manage transitions, restructure organisations, and apply critical thinking to resolve organisational challenges from the perspective of ethical behaviour, responsible leadership, and sustainability – and Botswana is not an exception to this demand.

Third, the global demands are further compounded by specific local challenges including but not limited to – work ethic challenges in the national labour force. For instance, for consecutive years since 2005, the World Economic Forum's global competitiveness report (GCR) has revealed that the top five (5) most problematic factors for doing business in Botswana include poor work ethic in the national labour force; inadequately trained labour force; inefficient government bureaucracy; and restrictive labour regulations– all challenges that have benefited from the work of Industrial and Organisational psychologists. In fact, according to the GCR, since 2008, the number one problem for doing business in Botswana has been 'poor work ethic in the country's national labour force. The emphasis on labour force is due to the fact that industrial and organisational psychology graduates are well trained to develop interventions at individual, groups, and organisational levels to address this challenge. In addition to the GCR, popular discourse in Botswana (by such labour market actors as the Botswana National Productivity Centre, political leaders, policy makers, technocrats, civil servants, and the business community) is such that Botswana workers seem to have an appallingly lax work ethic – necessitating research and interventions in this area. Other socioeconomic challenges that can be addressed by Industrial-Organisational psychologists include employability and challenges in the education system.

Botswana has been struggling with poor educational outcomes for more than a decade now. Despite this, little attention has been paid to this issue, especially looking at one of the most important resources in the education system – the teachers. Industrial-Organisational psychologists address individual-level and structural factors including but not limited to training teachers to become change agents in the education landscape, knowledge transmitters who are responsible for creating learning experiences consistent with the national and global reform agenda, and to be adaptive enough to learn new ways of teaching and doing education.

Besides, the Human Resource Development Council of Botswana (HRDC, 2019) has identified and acknowledged the lack of psychologists as part of a significant domain in Botswana in the 2019 Priority Skills and Employment Trend Report. This qualification also responds to the Tertiary Education Policy (2008), Botswana Education & Training Sector Strategic Plan (ETSSP 2015-2020), and the Botswana Qualifications Authority (BQA) that emphasizes building the nation's human resource capacity by ensuring that academic qualifications are relevant to national and international needs. Thus, this qualification contributes to achieving the aim set forth by the Human Resource Development Council's (HRDC) and Botswana Education & Training Sector Strategic Plan (ETSSP 2015-2020) towards human resource development in Botswana.

This qualification in Industrial-Organisational is, therefore, designed to develop researchers, educators, and practitioners equipped with a strong foundation in the human behaviour and

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psychological science and capable of applying psychological knowledge to improve employee wellness and organizational effectiveness in varied settings. Again, this qualification equips students to develop a piece of in-depth knowledge in at least one of the areas in organisational psychology (for example leadership development, assessments, coaching, training, performance management, employee wellness, etc.). The licensure requirement by law (BHP Act 2001, amended 2017) is that, in addition to the qualification, one must have completed a 12-month internship. Thus, this qualification includes a 12-month internship/practicum to produce graduates ready for licensure. This, therefore, necessitates a higher-than-usual credit value of 312 to accommodate the 12-month internship/practicum.

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

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

1. Critically analyse advanced theories in Industrial and Organisational Psychology informed by advanced knowledge to improve performance and productivity.
2. Conduct specialised research on employee wellness, organisational effectiveness, and organization-related issues while adhering to ethics codes and laws.
3. Conduct work-related assessments to develop, implement, and evaluate organisational interventions.
4. Develop value-added services and tools to support socio-economic growth through entrepreneurship.

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

- Bachelor's Degree. (NCQF level 7) in the same or a cognate field of study.
- We shall also utilise applicable RPL/CAT regulations following the ETP's policies to admit applicants with NCQF Level 7 qualifications where they have taken modules in research methods, data analysis methods, and research project implementation.

<b>SECTION B</b>		<b>QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>		<b>ASSESSMENT CRITERIA</b>	
1. Analyse advanced theories in Industrial and Organisational Psychology informed		1.1 Analyse key lessons learned from the history and fields of psychology as applied to	

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<p>by advanced knowledge to improve performance and productivity.</p>	<p>industrial and organisational psychology to develop new service and products.</p> <p>1.2 Demonstrate advanced professional skills such as communication, business/research development, consulting, and project-management skills.</p> <p>1.3 Demonstrate advanced knowledge of key concepts, theories, issues, and applications in Industrial psychology.</p> <p>1.4 Analyse the key concepts, theories, issues, and applications in organisational psychology.</p> <p>1.5 Demonstrate advanced knowledge of the key concepts, theories, issues, and applications in occupational health psychology.</p>
<p>2. Comply with applicable ethics codes and laws.</p>	<p>2.1 Identify and apply relevant ethics codes and legislations governing psychologists and codes of professional conduct. Examples include APA and BPS ethics codes as well as labour laws.</p> <p>2.2 Analyse professional issues associated with working with individuals, couples and families, cultural groups, organisations, and the community.</p> <p>2.3 Apply skills in managing ethical issues in research and practice.</p> <p>2.4 Resolve ethical dilemmas in line with the ethical, legal and professional requirements.</p>
<p>3. Conduct specialised research on employee wellness and organisational effectiveness.</p>	<p>3.1 Identify the appropriate business consulting process to solve a given organisational challenge.</p> <p>3.2 Scope, manage, and evaluate a variety of projects.</p> <p>3.3 Design interventions for diverse teams and organizations to improve performance and productivity.</p> <p>3.4 Apply critical thinking and systems conceptual frameworks to diagnose problems and design potential solutions for organisational reforms and interventions.</p> <p>3.5 Apply theoretical knowledge and skills to explain and support observations within organisations and proposed interventions.</p>

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	<p>3.6 Plan, implement and/or evaluate workplace-related projects and programmes.</p> <p>3.7 Create technical reports and apply different methods of information dissemination.</p>
4. Conduct work-related assessment to develop, implement, and evaluate organisational interventions.	<p>4.1 Apply knowledge used by psychologists for assessing individuals, groups, and organisations.</p> <p>4.2 Apply knowledge of individual assessment techniques for vocational and business applications for career planning and development.</p> <p>4.3 Select, administer, score and interpret scores obtained from different assessment instruments and tools.</p> <p>4.4 Interpret assessment data to provide evidence for management decision-making.</p> <p>4.5 Construct techniques for measuring the effectiveness of interventions with groups and organisations.</p>
5. Conduct research on employee- and organization-related issues.	<p>5.1 Address ethical and legal issues related to psychological research on employees, teams, and organizations.</p> <p>5.2 Apply knowledge of research methods and advanced inferential statistics.</p> <p>5.3 Identify a problem and conceptualize empirical research projects.</p> <p>5.4 Execute empirical research projects under reasonable supervision.</p> <p>5.5 Analyze and interpret data as well as reflect on the meaning of empirical findings.</p> <p>5.6 Present research and its findings in accordance with acceptable standards.</p>
6. Develop value-added services and tools to support socioeconomic growth through entrepreneurship.	<p>6.1 Identify opportunities for private practice and job creation in Botswana and other settings.</p> <p>6.2 Develop valid assessment measures for practice and sale.</p> <p>6.3 Develop audio-visual and other training materials for practical training and sale as well as facilitate training programs.</p> <p>6.4 Conduct organisational development interventions.</p> <p>6.5 Provide services for promoting employee wellness and workplace mental health.</p>

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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [ 9 ]	Level [ ]	Level [ ]	
<b>FUNDAMENTAL COMPONENT</b> Subjects/ Courses/ Modules/Units	<b>Practicum in Industrial-Organisational Psychology</b>	112			112
	<b>Supervised Thesis in Psychology</b>	80			80
<b>CORE COMPONENT</b> Subjects/Courses/ Modules/Units	<b>Practicum in Industrial-Organisational Psychology</b>	112			112
	<b>Supervised Thesis in Psychology</b>	80			80
	<b>Practicum in Industrial-Organisational Psychology</b>	112			112

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	<b><i>Supervised Thesis in Psychology</i></b>	<b>80</b>			<b>80</b>
	<b><i>Practicum in Industrial-Organisational Psychology</i></b>	<b>112</b>			<b>112</b>
	<b><i>Supervised Thesis in Psychology</i></b>	<b>80</b>			<b>80</b>
<b>STRANDS/ SPECIALIZATION</b>	<b><i>Subjects/ Courses/ Modules/Units</i></b>	<b><i>Credits Per Relevant NCQF Level</i></b>			<b><i>Total Credits</i></b>
		<b><i>Level [ ]</i></b>	<b><i>Level [ ]</i></b>	<b><i>Level [ ]</i></b>	
<b>1.</b>					
<b>2.</b>					
<b>Electives</b>	<b><i>Compensation and Benefits Management</i></b>	<b>12</b>			<b>12</b>
	<b><i>Assessments in Organisations</i></b>	<b>12</b>			<b>12</b>
	<b><i>Training and Human Resources Development</i></b>	<b>12</b>			<b>12</b>
	<b><i>Organisational Change and Development</i></b>	<b>12</b>			<b>12</b>

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	<b><i>Self-Management and Leadership in Organisations</i></b>	<b>12</b>			<b>12</b>
	<b><i>Coaching and Counselling in Organisations</i></b>	<b>12</b>			<b>12</b>
	<b><i>Motivation and Productivity in Organisations</i></b>	<b>12</b>			<b>12</b>
	<b><i>Environmental &amp; Occupational Health Psychology</i></b>	<b>12</b>			<b>12</b>

**BOTSWANA**  
Qualifications Authority



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

#### TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
9	312
<b>TOTAL CREDITS</b>	<b>312</b>

#### Rules of Combination:

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

In order for a student to graduate with the M.A Industrial and Organisational Psychology qualification, they should have:

- completed a minimum of 312 credits distributed as follows:
  - 192 credits of fundamental courses
  - 72 credits of core courses
  - 48 credits out of the 96 credits of the optional courses

Achieved at least 60% in the practicum.

### 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*

- Formative assessment or continuous assessment contributing towards the award of credits should be based on course outcomes. This can include tests, assignments, and projects as well as simulated and real practice. The contribution of formative assessment to the final grade shall be **50%**.
- For practicum, the portfolio shall be the primary mode of formative assessment and shall wholly contribute towards the final grade. Students must achieve a minimum grade of 60% in the portfolio to pass.

#### *Summative assessment*

- Candidates may undergo assessment including written tests, 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.
- To pass a course, a candidate must achieve a minimum of **55%**. A candidate who scores between **50%** and **54%** on an examinable course shall be eligible for one re-assessment (i.e. supplementary exams). A candidate who is not eligible for re-assessment or does not meet the minimum requirements on re-assessment, may apply for a re-take.

All summative practical assessments must be conducted in actual applied/practice settings.

### MODERATION ARRANGEMENTS

BQA-accredited assessors or equivalent with doctoral degree shall moderate assessments in accordance with ETP policies and BQA guidelines.

### RECOGNITION OF PRIOR LEARNING

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.

### **CREDIT ACCUMULATION AND TRANSFER**

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. Accepted accumulated credit shall be transferred in accordance with applicable BQA and ETP policies.

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

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

The M. A. Industrial and Organisational Psychology qualification enables students to enrol in:

- MSc/MA Applied Psychology
- MSc/MA Applied Social Psychology
- MSc/MA Occupational Psychology
- MSc/MA Business Psychology
- MSc/MA Leadership
- MSc/MA Occupational Health Psychology
- MSc/MA Work Psychology
- MA Leadership in Workplace Health and Wellbeing
- MSc/MA Organisational Behaviour
- MSc/MA Organisational Development
- MSc/MA Organisation Theory

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

Graduates of M. A. Industrial and Organisational Psychology qualification will be able to enrol in:

- PhD Applied Psychology
- PhD Psychology
- PhD Industrial and Organisational Psychology
- PhD Management
- PhD Human Resource Management

- PhD Public Administration
- PhD Occupational Health Psychology
- PhD Organisational Behaviour
- PhD Occupational Psychology
- PhD Public Health
- PhD Organisational Health and Well-Being

### Employment Pathways

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

- Industrial and Organisational Psychologist
- Management Consultant
- Organisational Development Consultant
- Employee Wellness Specialist
- Human Resource Specialist
- Occupational Health Specialist
- Staffing and Recruiting Manager
- Executive Coach
- Organisational Effectiveness Consultant
- Market Analyst or Researcher
- Policy Officer
- Behavioural Analyst
- Workforce Analyst
- Team Development Trainer or Manager
- Human Resource Development Specialist
- Organisational Culture Specialist

### QUALIFICATION AWARD AND CERTIFICATION

To be awarded a MA Industrial and Organisational psychology qualification, a student should have completed a minimum of 312 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 in accordance with BQA and ETP policies.

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

- Differences include:
  - The University of Cape Town (UCT) qualification requires a minimum of 12 months to be completed while the other qualifications including the developed qualification requires a minimum of 24 months.
  - The developed qualification offers more courses than the other universities. Both UCT and the University of Namibia (UNAM) do not offer optional courses while the developed qualifications offer 8 optional courses. The University of Waterloo (UW) offers three (3) optional courses only under the Applied Skill Course category.
  - The UCT qualification does not include a practicum while the developed qualification, UNAM and UW qualifications do.
  - The developed qualification eliminates this additional barrier towards professional registration as a psychologist by including the honours year (level 8) in the undergraduate general psychology degree.
- Similarities include:
  - All the qualifications require a Master's thesis/dissertation/research paper.
  - The degrees equip students with skills to pursue work in similar career paths or to continue to PhD studies.
  - The benchmark qualifications (UCT, UNAM, and UW) share similar exit outcomes with the developed qualification. For instance, UCT, UNAM, and UW qualifications equip graduates with advanced knowledge and skills in research (knowledge creation) and so does the developed qualification. Again, UCT, UNAM, and UW qualifications tend to also prepare graduates to apply advanced and specialised theoretical and empirical knowledge in industrial and organizational psychology to solve real-world organizational problems just like what the developed qualification seeks to achieve.
- In terms of progression pathways for study and work, the developed qualification prepares graduates to articulate vertically into such qualifications as PhD Applied Psychology, PhD Psychology, PhD Industrial and Organisational Psychology, PhD Management, and a host of others. Similarly, graduates can articulately horizontally into qualifications such as MSc/MA Applied Psychology, MSc/MA Applied Social Psychology, MSc/MA Occupational Psychology, MSc/MA Business Psychology, MSc/MA Leadership, and many related others. These qualifications are similar to both the vertical and horizontal pathways associated with UCT, UNAM, and UW qualifications. The UCT qualification prepares graduates for PhD studies in Industrial/ Organisational Psychology and related fields such as Human Resource Management.

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- Besides, the benchmark qualifications have similar employment pathways. For instance, both UNAM and UW prepares students for roles such various roles in human resources management, consulting, and academic positions in departments of psychology or in schools of business. These are similar to employment pathways associated with the Botswana qualification including careers in Management Consulting, organisational Development Consulting, employee Wellness, Human Resource management, and related others.

### REVIEW PERIOD

Every 5 years.

For Official Use Only:

<b>CODE (ID)</b>			
<b>REGISTRATION STATUS</b>	<b>BQA DECISION NO.</b>	<b>REGISTRATION START DATE</b>	<b>REGISTRATION END DATE</b>
<b>LAST DATE FOR ENROLMENT</b>	<b>LAST DATE FOR ACHIEVEMENT</b>		