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		Issue No.	01
		Effective Date	01.08.2022

SECTION A: QUALIFICATION DETAILS													
QUALIFICATION DEVELOPER (S)		University of Botswana											
TITLE	Master of Education in School Counselling										NCQF LEVEL	9	
STRANDS (where applicable)	1. N/A 2. 3. 4.												
FIELD	Education and Training			SUB-FIELD		Training				CREDIT VALUE	300		
New Qualification						Legacy Qualification							
SUB-FRAMEWORK		General Education			TVET		Higher Education						
QUALIFICATION TYPE	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													
RATIONALE: <p>The need for mental health training and provision of services has been echoed globally both explicitly and implicitly in some cases. Through its Agenda 2063, Africa envisions “a strategic framework that aims to deliver on its goal for inclusive and sustainable development and is a concrete manifestation of the Pan African drive for unity, self-determination, freedom, progress and collective prosperity pursued under Pan Africanism and African Renaissance (The African Union Commission, 2020). This ideal reiterates the pillar of multicultural counselling and social justice which form a critical part of the mental health counselling program especially in the school system.</p>													

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The Sustainable Development Goal # 3 (SDG # 3) espouses healthy lives and promotion of well-being for all at all ages. For its targets it strives to strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and use of alcohol. It further aims at reducing death and injuries from road accidents. These concerns form part of the mandate of increased counselling interventions in the schools.


Botswana's Vision 2036, Botswana National Policy on Mental Health of 2003 section 6 (pp. 10-11) and the Botswana Health Policy synchronized with the philosophy of World Health Organization (WHO) and the UN mandate that all countries should improve the health and the quality of life of their citizenry. These policy frameworks and declarations by international organizations show the need for introducing school counselling training programs to prepare education based counsellors to respond to contemporary issues faced by learners across all educational levels. Republic of Botswana National Policy on Mental Health of 2003 stipulates the need for:

- Providing effective education and information in mental health
- Providing adequate and relevant in-service training in mental health to all health care personnel and other non-health professionals
- Improving the awareness of youth on mental health issues by strengthening Peer Approach to Counselling by Teens (PACT) to include a mental health component.

The introduction of a master's degree in school counselling also comes at a time when the Human Resources Development Council (HRDC), (2019) released a list of top occupations that are in demand currently and in the future. The HRDC stated problem solving skills, critical thinking, cognitive flexibility, emotional intelligence, diversity, ethics and team work as the soft skills that are in high demand for the future. School counsellors fit well in this category and together with psychologists they provide psychological assessment and care to the clientele. Thus, the introduction of the Master of Education in School counselling degree will go a long way to alleviate biopsychosocial ills such as HIV and AIDS which the Sustainable Development Goals stipulate as a top priority area.

The support stated above should not just apply to tertiary level but to all levels of the education system. This would ensure that problems faced by students at different levels of their education are addressed by professionals with appropriate skills before spilling over to various sectors of society.

The 2030 Agenda for Sustainable Development Goal# 8 (SDG 8) calls for the promotion of "sustained, inclusive and sustainable economic growth, full and productive employment and decent work". This goal

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can be achieved through an effective provision of career counselling services for young people so that they make informed career choices and decisions as well as instilling appropriate attitudes towards work. Goal #9, on the other hand, addresses the global challenge of youth employment through the promotion of entrepreneurship and livelihood of vulnerable groups. This goal can be accomplished when trained school counsellors provide to young people with information about the world of work and opportunities that are available to them. SDG Goal#3 emphasises the need for healthy lives and promotion of well-being for all at all ages. This highlights the need for professional counsellors to facilitate counselling students to help them face the challenges they face and other experiences that affect their learning and personal growth and development.

Well-trained and competent school counsellors can play a significant role in addressing the various psycho-social challenges and daunting realities faced by many communities through culturally appropriate interventions and services in schools. Furthermore, school counsellors can help address impact of violence, abuse and other traumatic experiences, and the increasing number of killings, suicide, and other current issues among the youth. School counsellors can facilitate youth empowerment and also help women and girls reach their full potential and development, an important goal for Agenda 2063.

The introduction of a Master of Education (School Counselling), therefore, is a major step in training professional counsellors with requisite qualifications to work in schools and to provide direction in policy implementation in the education system.

PURPOSE: (itemise exit level outcomes)

Purpose

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

- Design and deliver counselling services and also engage in various outreach activities in schools and community
- Provide training to pre- and in-service personnel across government and private sectors
- Provide treatment to clients in diverse and multicultural settings and prevent mental illness
- Attend to youth mental health issues in collaboration with existing organizations

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- Apply assessment procedures and diagnosis in school settings
- Conduct research to inform his/her practice.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)


The minimum entry requirement for admission to Masters of Education (School Counselling) shall be:

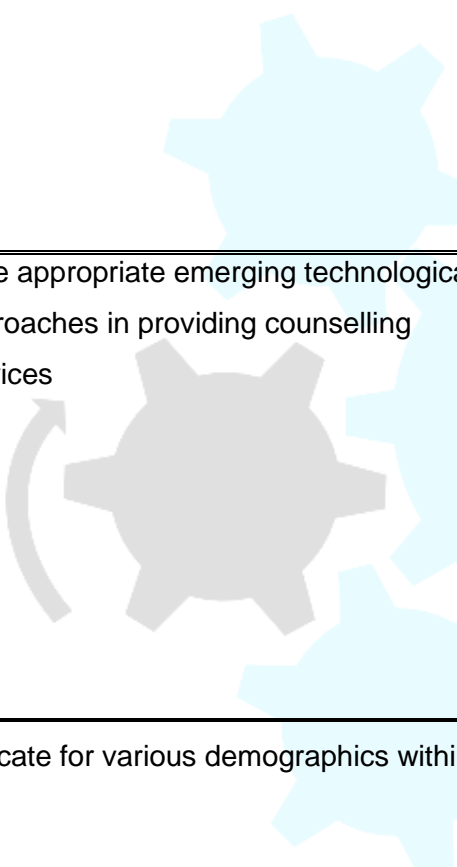
- NCQF Level 7 in a related field or equivalent.
- Access through Recognition of Prior Learning (RPL) will be provided for in line with institutional and national policies.


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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
LO1: Provide counselling services in education settings	AC1: Demonstrate competencies in providing counselling services in a schools and higher education institutions AC2: Utilize counselling interventions that are appropriate for educational level AC3: Utilize psycho-education approaches to improve students' academic competences AC4: Conduct needs assessment to inform counselling service delivery
LO2: Design and manage counselling programmes and services in educational settings	AC2.1: Demonstrate skills in designing and delivering school counselling programmes AC2: Evaluate counselling programmes for improved service delivery in schools AC 3: Conduct school counselling activities to facilitate learners' adjustment to academic life. AC 4: Design comprehensive response activities to learners' academic, social, career, and personal needs. AC5: Establish an effective referral system and social support within the school environment
LO3: Apply counselling/psychological assessment and diagnosis procedures in schools and community settings	AC1: Utilise a variety of consultation procedures in school and community setting

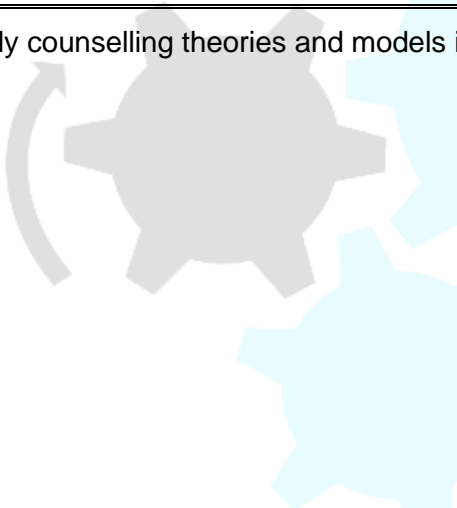
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		<p>AC2: Consult regularly with various education stakeholders and helping professionals in responding to the psychosocial needs and concerns of students.</p> <p>AC3: Apply diagnostic tools to assess learner's mental disorders within the school system.</p> <p>AC4: Psycho-educate learners about mental disorders as a preventive and management measure</p>
	<p>LO4: Utilize appropriate emerging technological approaches in providing counselling services</p>	<p>AC4.1: Apply appropriate technology, software and gadgets in counselling</p> <p>AC4.2: Apply appropriate technology in conducting research</p> <p>AC3: Conduct students' career assessment using hybrid software career guides.</p> <p>AC4: Utilizing smart board interactive classrooms to educate students about careers.</p>
	<p>LO5: Advocate for various demographics within the school</p>	<p>AC5.1: Demonstrate strong advocacy skills for client's well-being and quality of life</p> <p>AC2: Psycho-educate learners about advocacy in school to empower them to state their needs</p> <p>AC3: Create collaborative networks with local authorities to address the needs of various demographics</p> <p>AC 4: Apply writing skills for effective advocacy communication.</p>
	<p>LO6: Demonstrate skills in identifying and addressing barriers to learning.</p>	<p>AC.1: Examine social barriers to learning within the schools catchment areas.</p> <p>AC2: Conduct a learning needs assessment in schools to improve educational guidance.</p>

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	<p>AC3: Use psychological assessment tools to validate identify students barrier to learning</p> <p>AC4: Identify integrated intervention modalities that can address the learning barriers.</p>
<p>LO7: Demonstrate ethical conduct in counselling practice</p> 	<p>AC1: Apply required ethical standards in counselling practice.</p> <p>AC2: Align ethical standards to various students demographics to avoid malpractice.</p> <p>AC3: Advocate ethical behaviour within the school environment to protect clients.</p> <p>AC4: <i>Apply ethical decision making principles to assist clients in difficult situations.</i></p>
<p>LO8: Demonstrate emotional intelligence within educational settings</p>	<p>AC.1: Apply control and restrain of emotion in working with people.</p> <p>AC.2: Demonstrate self-awareness in professional practice</p> <p>AC3: Appraise the emotional atmosphere within the school and intervene when critical incident arises</p> <p>AC4: Create supportive structures for emotional expression among the clients.</p>
<p>LO9: Conduct basic research</p>	<p>AC9.1: Write a research proposal, design research instruments, collect and analyse data.</p>


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	<p>AC.2: Conduct needs assessment and writes reports.</p> <p>AC.3: Apply action research skills in the field of counselling</p> <p>AC.4: Present papers or research studies in professional conferences, workshops, etc</p>
<p>LO10: Apply counselling theories and models into practice</p> 	<p>AC1: Apply indigenous knowledge models to assist clients that require that intervention.</p> <p>AC 2: Demonstrate mastery specific counselling skills and techniques.</p> <p>AC3: Integrate techniques and skills from various theoretical perspectives.</p> <p>AC4: <i>Demonstrate competence in using medical and biopsychosocial models of counselling.</i></p>


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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level [9]	Level []	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Foundations of School Counselling		5		5
	Human Development		5		5
	Educational Research 1		10		10
	Educational Research 2		10		10
	Theories of Counselling		10		10
	Helping Relationships skills		10		10
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Multicultural Counselling		10		10
	Ethics and legal issues in Counselling		10		10
	Career Development		10		10
	Group Process and Dynamics		10		10
	Counselling persons with special needs		10		10
	Practicum in School Counselling		10		10
	Internship in school counselling		45		45

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	Research Essay		50		50
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			
		Level [9]	Level [9]	Level [9]	
1.	N/A				
2.	N/A				
	Child and adolescence counselling		10		10
	Programme development and delivery		10		10


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	Human sexuality		5		5
	Teaching of guidance		10		10
	Seminars: Contemporary issues in counselling		10		10

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
Fundamentals 9	50
Cores 9	155
Options 9	45
TOTAL CREDITS	250
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<p>Full-time students are expected to complete their programme in 2 years while Part-time group are to complete in three years. This means that while full-time students register for a minimum of 4 courses per semester, part-time students, on the other hand, take 3 courses hence complete in three years instead of two years.</p> <p>A learner must have completed:</p> <ol style="list-style-type: none"> 1. All fundamental Core course (including research paper and internship) – 205 credits 2. Options and elective courses = 45 credits <p>Level 9 = 250 credits</p>	

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ASSESSMENT ARRANGEMENTS

1 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.

2 Summative

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

MODERATION ARRANGEMENTS

- There shall be both internal and external moderation in accordance with applicable institutional policies and regulations.
- 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

Prior learning (RPL) and Credit Accumulation and Transfer (CAT) in line with institutional and national policies will be considered.

CREDIT ACCUMULATION AND TRANSFER

There is provision for Credit Accumulation and Transfer (CAT) of credits in part or in full in line with institutional and national policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

1. Vertical Articulation

- a) PhD in Counselling Psychology
- b) PhD in Mental Health Counselling
- c) PhD/EdD in School Counselling

2 Horizontal Articulation


- a) MA Mental Health Counselling
- b) MA Counselling Psychology
- c) MEd School Psychology
- d) MEd Guidance and Counselling

3 Employment pathways

- a) School counsellor
- b) Counsellor Educator
- c) Teacher Counsellor in Tertiary institutions
- d) Professional Counsellor
- e) Academic advisor
- f) Career officer
- g) Clinical supervisor
- h) Child development counsellor
- i) Set up private practice

QUALIFICATION AWARD AND CERTIFICATION

A candidate will be awarded a Master of Education (School Counselling) after satisfying the requirements of the program as per the institutional regulations. A learner must have acquired 250 credits to be awarded a Master of Education in School Counselling qualification.

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SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

University of Pretoria's 2-year M.Ed. in Learner Support, Guidance and Counselling and produces graduates who teach at university level, provide learner support, and work as counsellors, research scholars.

Duquesne University has a Master of Education (School Counselling)-**similarities**: offers a two year program, with an option of part time; it is a sixty (60) credit course; **Differences**; the program requires Accreditation from the Council of Accreditation Counseling and related Educational programs (CACREP); the program does not require any pre-requisites for entry, any Bachelor's degree holder is accepted into program; minimum number of students is 6, and maximum is 25.

The proposed qualification generally compares well with all the qualifications studied in terms of focus/domains, exit outcomes, assessment strategies and employment pathways. Students are required to complete successfully all the requisite modules, before embarking on field work (practicum and Internship) which are compulsory.

REVIEW PERIOD

The Programme will be reviewed after 5 years.

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