BQA NCQF QUALIFICATION TEMPLATE

SECTION A:	QUALIFICATION DETAILS			

QUALIFICATION DEVELOPER (S)	Boitekanelo College			

TITLE	Bachelor of Arts in Psychology		*NCQF LEVEL*	7

STRANDS (where applicable)	1. 2. N/A 3. 4.			

FIELD	Humanities and Social Sciences		CREDIT VALUE	482

SUB FIELD	Social and Behavioural Sciences			

New Qualification	✓	Legacy Qualification		Renewal Qualification	
				Registration Code	

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:

Botswana, just like many others in the region, continues to experience escalating cases of social ills and other related social and economic challenges. These challenges range from unemployment, drugs and substance use, high divorce cases, crime and deviance, intimate partner homicides and related gender-based violence cases, just to mention but a few (Botlhale, 2015: Ubanga, 2016: Letshwiti-Macheng, Mupedziswa, 2016).

Social ills are associated with various psychological presentations such as psychological distress, depression, risky sexual behaviours, gender-based violence and the development of multidrug-resistant tuberculosis (Cprek, Fisher, McDonald, McDaniel, Williamson, & Williams, 2020). The use of illegal drug substances is increasing at an alarming rate, and severe psychological are reported among users of these drugs (Vavani, Kraaij & Spinhoven, 2020).

Botswana has always shown commitment towards ensuring the optimum health of its people. This is true even when it comes to issues of mental health. This is evidenced by the enactment of the Mental Health Bill in 1971 (Mental Disorders Act of 1969). Moreover, the country's mental health policy was developed in 2003 to provide a framework for the incorporation of the mental health programme into general healthcare services. In addition to this, the government has also made efforts to prioritise the training of mental health practitioners such as psychologists and psychiatrists.

The role of psychologists, amongst other professionals, in helping people with psychological disorders. Psychology continues to play a paramount role in helping people deal with these challenges through mental health education, psychotherapy and related interventions. However, despite efforts to ensure psychological well-being through the provision of psychological services, it is important to highlight that there is a serious scarcity of psychologists in the country. The country has a ratio of 17.7 mental health practitioners per 100 000, the majority being nurses (WHO, 2014).

The scarcity of psychologists in the country is a threat to Botswana's Sustainable development goal of good health and wellbeing as well as that of peace, justice and strong institutions. This is because, without people with the psychology expertise, it will be difficult for us to ensure the good mental health of our people as well as ensuring safe and healthy communities and societies within which people live.

Therefore, considering all these factors, the need to develop a comprehensive and robust Bachelor of Arts in Psychology qualification is important.

PURPOSE: (itemise exit level outcomes)

The purpose of this qualification is to equip graduates with specialised knowledge, skills and competencies to:

1. Conduct clinical interviews and psychological assessments using various psychological tools.
2. Apply appropriate psychological theories to specific counselling situations for better case management.
3. Collaborate with other professionals and work in multidisciplinary teams to provide clients with comprehensive psychological care.

4. Conduct basic and applied research to understand and address psychosocial issues/problems.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

1. Certificate IV, NCQF Level 4 or equivalent.

2. Applicants who do not meet the minimum entry requirements with NCQF level 4 will be considered for entry through Recognition of Prior Learning, RPL, and CAT (Credit Accumulation and Transfer) and as per institution RPL policy and CAT policy.

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SECTION B	QUALIFICATION SPECIFICATION
GRADUATE PROFILE (LEARNING OUTCOMES)	**ASSESSMENT CRITERIA**
1. Conduct clinical interviews and psychological assessments using valid tools to inform clinical decision making.	1.1. Plan and conduct clinical interviews following established codes of the Psychology profession. 1.2. Select and utilize appropriate instruments/tools for clinical interviews. 1.3. Produce assessment report with recommendations for further interventions.
2. Apply psychological theories to conceptualise clients presenting problems.	2.1. Utilize different psychotherapy techniques for individual, family and group counselling guided by different theories. 2.2. Develop theory informed interventions to address client's needs. 2.3. Integrate basic assumptions of theoretical frameworks and approaches when conducting therapy.

3. Set effective therapeutic goals and treatment plans in response to the case conceptualisations.	3.1. Formulate a treatment plan for a given case using relevant theory. 3.2. Develop SMART therapeutic goals. 3.3. Develop treatment plan for a given client case. 3.4. Establish roles and responsibilities for all involved in the treatment plan and refer accordingly.
4. Structure therapy sessions and apply specialized counselling skills to individuals and various groups.	4.1. Provide psychological screening, assessment, case management and interventions to individuals, couples and groups to foster their healing process. 4.2. Establish professional relationships with clients to create a safe environment for therapy. 4.3. Manage cases of emerging and complex demands of clients. 4.4. Empower clients through psychoeducation on mental health related issues. 4.5. Exhibit multicultural competency when working with various groups including special populations in psychotherapy practice
5. Apply critical thinking and ethical decision-making skills in addressing various ethical issues that may arise during psychotherapy.	5.1. Practice psychotherapy within existing legal and professional regulatory framework. 5.2. Establish and maintain regular and appropriate clinical supervision with an accredited supervisor. 5.3. Adhere to required ethical records keeping procedures. 5.4. Uphold ethical standards of practice when working with clients in psychotherapy

6. Collaborate with other professionals and work in multidisciplinary teams in providing clients with comprehensive healthcare.	6.1. Establish and maintain regular engagement and contact with other multidisciplinary professionals. 6.2. Actively participate in professional bodies for professional development. 6.3. Communicate effectively in a multidisciplinary team for a comprehensive health care.
7. Conduct basic and applied research to understand various issues/problems in the field of psychology.	7.1. Develop a research topic that addresses an existing psychosocial problem. 7.2. Select and apply appropriate research design for proposed research problem. 7.3. Select and apply appropriate methods of data analysis for this research questions. 7.4. Draw appropriate conclusions based on the research findings to inform practices and policy. 7.5. Use effective communication skills to articulate research findings to the research and wider community.

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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	Communication and Study Skills	*10*			*10*

Subjects/ Courses/ Modules/Units	Basic Computer Applications	*10*			*10*
	Introduction to Sociology		*12*		*12*
	Introduction to Psychology		*12*		*12*
	Statistics for Social Sciences		*12*		*12*
CORE COMPONENT Subjects/Courses/ Modules/Units	Positive psychology		12		12
	Industrial and organizational psychology		12		12
	Psychological interventions (Individuals& groups)			14	14
	Ethics & professional issues in psychology		12		12
	Therapeutic Skills			14	14
	Developmental Psychology			12	12
	Theories, Methods & Techniques in Psychology			12	12
	Abnormal Psychology & Diagnostics			14	14
	Community Psychology			12	12
	Cognitive psychology		12		12

	Introduction to Theories of Personality		12		12
	Cross-cultural Psychology		12		12
	Social Psychology		12		12
	Health Psychology		12		12
	Psychological Testing and Assessment			24	24
	Philosophical Issues in Psychology		12		12
	Enterprising Psychology		12		12
	Child Psychology		12		12
	Educational Psychology			12	12
	Introduction to Substance Use, Abuse & Addiction			12	12
	Career Counselling & Assessments			12	12
	Marriage and Family Therapy			12	12
	Practicum			14	14
	Human sexuality		12		12
	Internship			48	48
	Research Methods		14		14
	Research Proposal			18	18
	Research Project			24	24

STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level [ ]	Level [ ]	Level [ ]	
1.					
2.					
Electives	Forensic psychology		12		*12*
	Leadership Management Skills		12		*12*
	Psychotherapeutic Applications		12		*12*
	Traditional Medicine		12		*12*

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
5	20
6	192
7	270
TOTAL CREDITS	482

Rules of Combination:

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

Fundamental Components:56 credits

Core Components: 414 credits.

Electives: 12 credits

Total Credits: 482

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ASSESSMENT ARRANGEMENTS

This qualification will be assessed using formative and summative assessment, each contributing 50% towards the final grade.

All assessors conducting the qualification assessments should be registered with the Botswana Qualifications Authority or any relevant and recognised body.

MODERATION ARRANGEMENTS

Internal moderation requirements and external moderation shall be carried out in accordance with ETP moderation policy and BQA requirements.

All moderators conducting the qualification moderations should be registered with Botswana Qualifications Authority.

RECOGNITION OF PRIOR LEARNING

There shall be a provision for the award of credits towards the qualification through Recognition of Prior Learning, RPL, in accordance with ETP and national policies on RPL.

CREDIT ACCUMULATION AND TRANSFER

There shall be a provision for Credit Accumulation and Transfer (CAT) in accordance with ETP and national policies on CAT.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

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

Horizontal Articulation (related qualifications of similar level (7)   may consider qualifications in the health, education and social services such as:

- Bachelor of Arts in Counselling
- Bachelor of Arts in Public Health
- Bachelor of Arts Health Promotions
- Bachelor of Arts Project Management,
- Bachelor of Arts Social Work (Clinical)
- Bachelor of Arts Pastoral Counselling
- Bachelor of Arts Guidance and Counselling
- Bachelor of Arts Sociology

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

Employment

- Master of Arts in Counselling Psychology

- Master of Public Health
- Master of Education in Counselling and Human Services,
- Master of Educational Psychology
- Master of Education in Guidance and Counselling,
- Master of Arts in Social Work (clinical)
- Master of Sociology

EMPLOYMENT PATHWAYS

- Counsellor in hospitals, and clinics
- School Counsellors
- Guidance and Counselling Officers
- Wellness Officer/managers
- HIV and AIDS Counsellors/ coordinators
- Workplace Counsellors
- Community Counsellors
- Correctional Services counsellors
- Army Chaplain Counsellors
- Addiction Counsellors

QUALIFICATION AWARD AND CERTIFICATION

Upon successful completion of the qualification, a Bachelor of Arts Degree in Psychology will be awarded. For candidates to be considered successful, they should accumulate a minimum of 482 credits. A certificate will be issued to candidates who have been awarded the qualification.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification was compared regionally with Bachelor of Arts in Psychology offered by University of South Africa, and internationally with Bachelor of Arts in Psychology offered by Northeastern Illinois University, United States of America.

Similarities observed:

Titles: All three qualifications have the same title, which is Bachelor of Arts in Psychology.

Duration: The Bachelor of Arts in Psychology in Eastern Illinois University and Bachelor of Arts in Psychology as this qualification are similar in numerous ways. Firstly, both qualifications are offered in four years divided into 8 semesters.

Modules: Both qualifications are centred around clinical practical skills acquisition by as well as basic core theoretical knowledge in psychology. The qualifications have similar modules such as: developmental psychology, child and adult development, theories of personality, tests and measurements, abnormal psychology.

Internship: For both qualifications, there is a requirement that complete an internship and a research dissertation. There are modules that   are offered in clinical practicum and in research project. In both qualifications, Clinical supervisors are registered with their professional bodies and are also in practice and hold master's degree. Both qualifications recognise prior learning.

Differences observed:

Duration: This qualification is covered within a four-year duration, while the UNISA qualification can be completed within a minimum of 3years and a maximum of 8 years, depending on the level of entry into the qualification.

Credits: This qualification has 482 credits, as opposed to 360 credits from the University of South Africa, while the Northeastern Illinois University qualification is worth 120 credit hours.

Modules and Qualification focus: At UNISA, the qualification has more focus on psychology of criminality and deviance while this Bachelor of Arts in Psychology qualification has a multidisciplinary approach to psychology, covering different areas of the discipline thus providing learners with more exposure to different specialties that forms this discipline. The UNISA qualification also has modules on policy development which this qualification does not have.

This qualification together with psychology qualifications in UNISA, Northeastern Illinois University prepare learners to specialise in any areas of psychology such as research, clinical psychology, industrial psychology because of their vastness.

i.   This qualification together with those currently examined also gives the learners the opportunity to shift to other related disciplines such as sociology, social work, community development, criminal justice, pastoral counselling, counselling, guidance and counselling etc.

ii.   This psychology qualification is also comparable to other institutions examined because it similarly prepares learners to be able to undertake different career roles in different fields such as research, human resource, educational settings, community-based settings, NGO's etc.

REVIEW PERIOD

The qualification shall be reviewed every 5 years or as and when a need arises.

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CODE (ID)			
REGISTRATION STATUS	**BQA DECISION NO.**	**REGISTRATION START DATE**	**REGISTRATION END DATE**
LAST DATE FOR ENROLMENT		**LAST DATE FOR ACHIEVEMENT**	