

BQA NCQF QUALIFICATION TEMPLATE

v

SECTION A: QUALIFICATION DETAILS																
QUALIFICATION DEVELOPER (S)			University of Botswana													
TITLE		Master of Education in Counselling and Human Services							NCQF LEVEL		9					
STRANDS (where applicable)		1. N/A 2. N/A 3. N/A 4. N/A														
FIELD		Education and Training			SUB-FIELD			Training			CREDIT VALUE		280			
<i>New Qualification</i>										<i>Legacy Qualification</i>				✓		
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																
<p>RATIONALE:</p> <p>The Education system of Botswana requires professional school counsellors to address career, social, personal, and educational guidance issues, and to provide psychosocial support services to learners. Restructuring the Education system in Botswana to provide dual pathways (academic and vocational) at the secondary school level creates a demand for more training and re-training of those involved in academic support, advising and counselling as well as minimise a mismatch of skills of learners in the various pathways proposed by ETSSP in 2014. Education and Training Sector Strategic Plan (ETSSP 2015-2020, 2014) Chapter 2: 2.1 put emphasis on the development of human resources for job-readiness and preparing Botswana for a knowledge-based and globally competitive</p>																

economy. The Human Resource Development Council (HRDC) implementation of norms and standards for Tertiary Education of 2017 highlights the importance of Counselling: Academic support, advising and counselling are core aspects of the student's academic life.

The Report of the Joint Advisory Committee of Ntlo Ya Dikgosi and Botswana Council of Churches on Social Values (Ntlo Ya Dikgosi, 2008), support the idea of sustained structures that build moral character of both the young and old, thus being in synergy with the need for counsellor education and psychosocial support development in the country. BGCSE Evaluation Report of 2009 (pp. 263 – 268) highlighted the importance of professional development of school counsellors. The policy documents and reports identified training, including in-service as strategies to enhance the effectiveness of Guidance and Counselling teachers in assisting learners in dealing with emerging issues associated with information technology, career pathways and diverse psycho-social problems in the society.

A Cross-Sectional Psychosocial Survey on the voices of the HIV infected and affected school-age children in Botswana of 2011 (p. 49) explored children's preferred coping strategies and mechanisms in terms of school-related stress. The survey revealed that children preferred to talk to class teachers, friends and school guidance and counselling teachers when they faced stressful situations.

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. The United Nations Sustainable Development Goals also reiterate the need for enhanced human services. For example, goals 3, 4, 5, 8 and 10 respectively emphasize good health, and wellbeing, and helping to educate children and the communities. These policy frameworks and declarations by international organisations show the need for introducing counsellor education to prepare professional counsellors to respond to contemporary issues faced by society.

PURPOSE: (itemise exit level outcomes)

The purpose of the qualification is to produce graduates with advanced knowledge, skills and competences to;

- Design, deliver and evaluate counselling services and activities.
- Counsel clients in diverse and multicultural settings.
- Apply assessment and clinical diagnosis procedures in various settings, including educational settings.
- Conduct research to inform practice in the provision of counselling services.

BQA NCQF QUALIFICATION TEMPLATE

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

- Bachelor's degree (NCQF Level 7) in Counselling or equivalent.
- There will be provision for access through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) in line with institutional and national policies.

SECTION B

QUALIFICATION SPECIFICATION

GRADUATE PROFILE (LEARNING OUTCOMES)

ASSESSMENT CRITERIA

1. Apply knowledge of the historical development of Guidance and Counselling, during training and offering of counselling services.

- 1.1 Demonstrate understanding of the historical, social, spiritual, and cultural foundations of guidance and counselling.
- 1.2 Analyse the importance of the historical, social, spiritual, and cultural foundations of counselling and how it influence the delivery service of guidance and counselling.
- 1.3 Select and apply appropriate indigenous counselling approaches in guidance and counselling services.

2. Provide counselling services in institutions and a variety of community settings.

- 2.1 Design and manage counselling programs and services in mental health services.
- 2.2 Conduct a counselling session using basic counselling skills.
- 2.3 Practice the use of clinical diagnosis tools in assessing psychological problems of clients.
- 2.4 Write and interpret clinical reports using different clinical approaches and techniques.
- 2.5 Apply appropriate technology software and gadgets in counselling service.

BQA NCQF QUALIFICATION TEMPLATE

<p>3. Design and manage counselling programmes and services in schools and various community settings.</p>	<p>3.1 Plan, design, deliver, monitor, and evaluate counselling programmes and activities to facilitate client's adjustment to different environments.</p> <p>3.2 Develop school guidance and counselling programs that address various needs (social, personal, social, and educational) of learners.</p> <p>3.3 Develop specific and tailor-made counselling programs and services that address various needs of a diverse population in community setting.</p>
<p>4. Apply consultation models and approaches in schools and various mental health settings.</p>	<p>4.1 Establish an effective referral system and social support system within the working environment.</p> <p>4.2 Utilise a variety of consultation procedures in schools, health, and community setting.</p> <p>4.3 Consult regularly with different stakeholders and helping professionals in responding to the psychosocial needs and concerns of learners and clients.</p>
<p>5. Manage psychological assessment and diagnosis procedures in schools and community settings.</p>	<p>5.1 Administer non-psychometric and psychometric assessment/test tools or instruments in appraising learners and clients.</p> <p>5.2 Interpret test scores and write psychological reports.</p> <p>5.3 Use psychometric test results and other assessment reports to provide counselling to clients.</p>
<p>6. Apply advocacy skills for client's well-being and quality of life, including skills in identifying and addressing barriers to learning.</p>	<p>6.1 Advocate for various demographics within schools and community settings.</p> <p>6.2 Display self-awareness skills in working with clients of various mental health needs, ranging from disability, crises response to</p>

BQA NCQF QUALIFICATION TEMPLATE

	<p>natural or man-made disasters, and other causes of distress.</p> <p>6.3 Identify special population, their unique mental health needs and advocate for specialized specific interventions support services.</p>
7. Apply ethical decision-making skills, legal awareness in addressing various ethical and legal issues that may arise during counselling practice.	<p>7.1 Practice within the ethical and legal regulatory framework in the counselling profession.</p> <p>7.2 Participate in professional activities such as conferences/seminars organised by different counselling bodies.</p> <p>7.3 Adhere to established code of ethics in areas of record keeping, confidentiality, and other related counselling areas.</p> <p>7.4 Resolve ethical dilemmas in accordance with professional standards.</p> <p>7.5 Practice self- awareness, control, and restrain in emotion in working with people.</p>
8. Conduct advanced scholarly research in the area of counselling	<p>8.1 Write a research proposal, design research instruments, collect and analyse data.</p> <p>8.2 Apply action research in the field of counselling.</p> <p>8.3 Use appropriate technology in conducting research.</p> <p>8.4 Write and publish journal articles in reputable journals.</p> <p>8.5 Present papers or research studies in professional conferences</p>
9. Integrate various counselling theories and models into practice.	<p>9.1 Apply mastery specific counselling skills in the areas of trauma, crisis counselling and disaster management using various counselling theories, models, and protocols.</p>

BQA NCQF QUALIFICATION TEMPLATE

	<p>9.2 Apply a theory and its techniques during a counselling process.</p> <p>9.3 Use a counselling theory to explain and inform the intervention that is unique and specific to the needs of a client.</p>
--	---



SECTION C	QUALIFICATION STRUCTURE		
	TITLE	Credits Per Relevant NCQF Level	Total Credits

BQA NCQF QUALIFICATION TEMPLATE

COMPONENT		Level [7]	Level [8]	Level [9]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Foundations of Guidance and counselling		10		10
	Educational Research 1			12	12
	Educational Research 2			12	12
	Integrated Foundations of Education			12	12
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Counselling Theories and Indigenous Helping Approaches in Africa			12	12
	Career Development			10	10
	Group Process and Dynamics in Counseling			10	10
	Psychological assessment/ Psychometrics			12	12
	Ethical & Legal Issues in Counselling			12	12
	Counselling of Persons with Special Needs			12	12
	Practicum in Counselling and Human Services			15	15

BQA NCQF QUALIFICATION TEMPLATE

	Internship in Counselling and Human Services 9			25	25
	Research Project (thesis or essay)			80	80
	Counselling Over the Life Span			10	10
	Seminars: Contemporary Issues and Challenges in Counselling			12	12
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level []	
1.	N/A				
2.	N/A				

BQA NCQF QUALIFICATION TEMPLATE

Electives (Choose 2 electives from the group)	Theories of Gender and Identity			12	12
	Christian Ethics and Social Issues			12	12
	Social policy in a changing society			12	12
	Poverty and welfare			12	12
	Child and family welfare			12	12
	Social work in educational settings			12	12
	International Human Rights law			12	12
	Psychiatric Rehabilitation			12	12
	Stress Management			12	12
	Programme Development and Delivery			12	12

BQA NCQF QUALIFICATION TEMPLATE

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
8	10
9	270
TOTAL CREDITS	280

Rules of Combination:

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

This qualification is worth 280 credits minimum and comprises:

Fundamental Component = 46 credits

Core Component = 210 credits

Elective Component = 24

BOTSWANA
Qualifications Authority

ASSESSMENT ARRANGEMENTS

Formative assessment with weighting 70%.

Summative assessment with weighting 30%

All assessors for the qualification should be registered and accredited by Botswana Qualifications Authority, BQA or an equivalent and recognised body.

MODERATION ARRANGEMENTS

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

All moderators for the qualification assessments should be BQA registered and accredited.

RECOGNITION OF PRIOR LEARNING

There is provision for an award of credits towards the qualification through Recognition of Prior Learning, RPL, in accordance with institutional and national policies on RPL.

CREDIT ACCUMULATION AND TRANSFER

There is provision for Credit Accumulation and Transfer (CAT) in accordance with institutional and national policies on CAT.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning

1.0. Horizontal Articulation

- Masters in School Counselling
- Masters in Counsellor Education
- Masters in Counselling Psychology
- Masters in Educational Psychology
- Masters in Clinical Psychology
- Masters in Social Work
- Masters in Research and Evaluation

- Masters in Pastoral Counselling
- Masters in Adult Education
- Masters in Special Education
- Masters in Early Childhood Education

1.1. Vertical Articulation – Learners can progress to any of the following qualifications at an equivalence of NCQF Level 10:

Doctor of Philosophy, PhD in School Counselling

PhD in Rehabilitation Services

PhD in Marriage and Family counselling

PhD in Pastoral and Spiritual counselling

PhD in Counsellor Education

PhD in Counselling Psychology

PhD in Educational Psychology

PhD in Social Work

PhD in Research and Evaluation

PhD in Adult Education

PhD in Special Education

PhD in Early Childhood Education

Employment

After completion of the qualification, graduates can pursue careers as:

- Professional Counsellor
- School Counsellor
- Guidance and counselling officer
- Case manager
- Mental health officer in Hospitals
- Residential counsellor
- Research and Evaluation officer

BQA NCQF QUALIFICATION TEMPLATE

QUALIFICATION AWARD AND CERTIFICATION

To be awarded a Master of Education in Counselling and Human Service qualification a learner must have a minimum of 280 credits.

Certification

Candidates meeting the prescribed requirements will be awarded Master of Education in Counselling and Human Services and will be issued a certificate and an official certified transcript.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

Regional comparability

Regionally, the qualification was compared with Master of Education Learning Support, Guidance and Counselling from University of Pretoria, South Africa, which covers research methodologies, and has 180 Module credits and dissertation.

International comparability

Internationally, the qualification was compared with offers School Counselling and Mental Health Counselling, University of Florida, Department of Counsellor Education, also requires letters of recommendation and interviews for admission, has 600 Internship hours and 400 Practicum hours.

REVIEW PERIOD

The qualification will be reviewed every five (5) years

(Note: Please use Arial 11 font for completing the template)

For Official Use Only:

CODE (ID)

BQA NCQF QUALIFICATION TEMPLATE

REGISTRATION STATUS	BQA DECISION NO.	REGISTRATION START DATE	REGISTRATION END DATE
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	



BOTSWANA
Qualifications Authority