

## BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)			BOITEKANELO COLLEGE											
TITLE		Post Graduate Diploma in Addiction Treatment								NCQF LEVEL		8		
STRANDS (where applicable)		1. 2. 3. 4.												
FIELD		Health and Social Services								CREDIT VALUE		124		
SUB FIELD		Social Services												
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 or			
		Bachelor Honours		Post Graduate Certificate				Post Graduate Diploma		✓				
		Masters				Doctorate/ PhD								
RATIONALE AND PURPOSE OF THE QUALIFICATION														
<p><b>RATIONALE:</b></p> <p>Reports indicate that substance use disorders are increasingly becoming a global challenge. World Drug Report (2024) estimates that 292 million people are using drugs with a 20% increase over the past 10 years. Botswana like other countries is faced with alcohol and substance abuse challenges with emerging harder drugs such as cocaine, crack cocaine amongst others (Diraditsile &amp; Rasisego, 2018). Challenges that</p>														

arise due to substance use disorder include increased incidents of crime, gender-based violence, HIV infections, poor academic performance and work-related challenges amongst others.

These challenges call for professionals in the field of addiction to provide addiction counselling and support services. Currently, Botswana has a shortage of addiction professionals and those with minimal training or lack of training find themselves having to respond to this growing challenge of substance use disorders. Moreover, there is no program on addiction offered by academic institutions in Botswana. According to the HRDC Priority Skills report 2022-2023 psychotherapists who can manage the mental health by providing cognitive behaviour therapy are also in demand in Botswana. Therefore, a structured and comprehensive Post Graduate Diploma in Addiction Treatment is needed in our country. This qualification will cater for individuals to advance their knowledge and skills to effectively treat and support individuals with alcohol and substance use disorders and their families in different settings. Availability of well-trained individuals in this area will ensure the provision of quality counselling services in different settings, government and private sectors, non-governmental organizations, mines, amongst other settings.

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

The purpose of the Post Graduate Diploma in Addiction Treatment qualification is to equip graduates with highly specialised skills, knowledge and competencies to:

- Conduct various addiction-based screenings to determine client's level of functioning and inform client management.
- Apply addiction theories in conceptualising addiction cases in psychotherapy to inform treatment planning and harm reduction.
- Provide evidence-based addiction counselling in different settings, education, health and work-related setting in both governmental and non-governmental organizations and community settings.
- Collaborate with other healthcare professionals to ensure provision of comprehensive specialized addiction care.
- Apply professional leadership, research methods and advocacy skills necessary to serve as effective agents of change and advance the cause of groups affected by addiction.
- Uphold ethical conduct and professional values and attitudes when working with addiction clients.

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

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To be eligible for admissions for this qualification potential candidates must have:

1. NCQF Level 7 in any health-related discipline.
2. Applicants who do not meet the entry requirements with NCQF level 7 will qualify for entry through Recognition of Prior Learning, (RPL) and Credit Accumulation and Transfer,(CAT) as per institution RPL and CAT policy.

SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Apply specialised knowledge of various theories of addiction to conceptualise addiction cases in clinical practice.	1.1. Develop theory informed interventions to address client's needs. 1.2. Integrate basic assumptions of various addiction theoretical frameworks and approaches when conducting therapy. 1.3. Utilise different psychotherapy techniques for individual, family and group therapy guided by different addiction theories.
2. Conduct various addiction screening and assessment to inform clinical decision making.	2.1. Select and utilise appropriate addiction instruments/tools for screening and assessment. 2.2. Interpret screening and assessment result and inform addiction interventions. 2.3. Write a clinical intake report.
3. Formulate a holistic treatment plan for clients with substance use disorders, SUDs.	3.1. Utilise relevant evidence -based practices to develop a treatment plan for a given case that takes into consideration the client's continuum of care.

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	<p>3.2. Develop SMART therapeutic goals to address the client's unique psychological needs.</p> <p>3.3. Establish roles and responsibilities for all involved in the treatment plan and refer accordingly.</p>
4. Conduct therapy for clients presenting with SUDs.	<p>4.1. Apply basic therapeutic skills when dealing with SUD cases in clinical practice.</p> <p>4.2. Utilise different addiction evidence-based practices in individual, family and group counselling for clients with SUD.</p> <p>4.3. Conduct crisis intervention and respond appropriately to the unpredictable and complex needs of SUD clients.</p>
5. Adhere to ethical principles and standards in addiction treatment.	<p>5.1. Uphold ethical and professional behavior in addiction practice</p> <p>5.2. Manage and appropriately respond to ethical dilemmas in addiction counselling practice.</p> <p>5.3. Establish and maintain regular and appropriate clinical supervision with an accredited addiction supervisor.</p> <p>5.4. Participate actively in addiction professional bodies for professional development.</p>
6. Conduct applied research in the field of addiction.	<p>6.1. Develop a research topic that addresses an existing addiction problem.</p> <p>6.2. Select and apply appropriate research design for proposed research problem.</p> <p>6.3. Select and apply appropriate methods of data analysis for the proposed research questions.</p>

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	<p>6.4. Draw appropriate conclusions based on the research findings to inform practices and policy.</p> <p>6.5. Use effective communication skills to articulate research findings to the research and wider community.</p>
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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [6]	Level [7]	Level [8]	
<b>FUNDAMENTAL COMPONENT</b> Subjects/ Courses/ Modules/Units	Research Methods			10	10
<b>CORE COMPONENT</b> Subjects/Courses/ Modules/Units	Physiology and Pharmacology for addiction			10	10
	Theories & Evidence Based Practices in Addiction		12		12
	Continuum of Care in treatment SUD			10	10
	Basic Counselling Skills in Addiction			12	12
	Co-Occurring Mental and Medical Disorders			12	12

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	Working with adolescents and families with SUD			12	12
	Internship			16	16
	Research Project			30	30
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level [ ]	Level [ ]	Level [ ]	
1.					
2.					
Electives					

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

#### TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
7	44
8	80
<b>TOTAL CREDITS</b>	<b>124</b>

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### Rules of Combination:

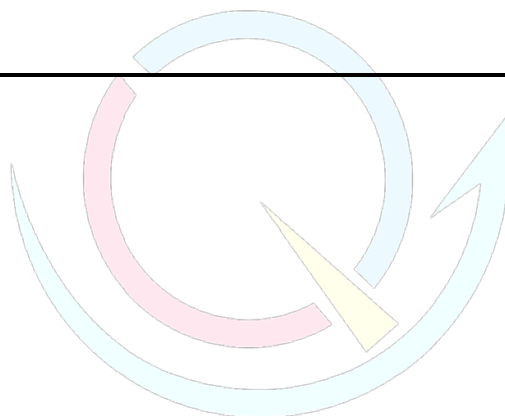
(Please Indicate combinations for the different constituent components of the qualification)

The qualification is worth a total of 124 credits and comprises of the following:

Fundamentals: 10

Core Components: 114credits

**Total Credits: 124**



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### ASSESSMENT ARRANGEMENTS

This qualification will be assessed using formative at 60% and summative at 40%.

All assessors must be registered with Botswana Qualifications Authority, BQA.

### MODERATION ARRANGEMENTS

The following shall apply for both internal and external moderation.

Internal moderation and external moderation shall be carried out in accordance with institutional and national policies on moderation.

Professional registration and accreditation

All moderators must be registered with BQA.

### RECOGNITION OF PRIOR LEARNING

The qualification has provision for award of credits through Recognition of Prior Learning, RPL in accordance with relevant institutional and national policies.

### CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation and Transfer, CAT, shall be done in accordance with relevant institutional and national policies.

### PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation (related qualifications of similar level (8) may consider qualifications in the health, education and social services such as:

- Post graduate Diploma in Counselling Psychology
- Post Graduate Diploma in Counselling and family therapy
- Bachelor of Social Science (Honours) in Psychology

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

Graduates may progress to the following qualifications at NCQF level 9:

- Master of Arts in Counselling Psychology
- Master of Addiction Sciences
- Master of Education- Counselling and Human Services,

- Master of Education in Educational Psychology
- Master of Education in Guidance and Counselling,
- Master of Arts in Social Work (clinical)

### EMPLOYMENT PATHWAYS

*Graduates will have requisite competencies and attributes to work as:*

- Addiction counsellor
- Researcher on Addiction related issues
- Mental Health Counsellor
- Drug Counsellor

### QUALIFICATION AWARD AND CERTIFICATION

To be awarded the qualification of Post Graduate Diploma in Addiction Treatment candidates should accumulate a minimum of including 124 credits.

A certificate and transcript will be issued upon successful completion of qualification.

### SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

#### Similarities

#### **Stellenbosch University, South Africa**

**NQF level:** The qualification for Stellenbosch university and the proposed qualification are similar in terms of NQF level of 8 and credits of 120.

**Learner Exit Outcomes:** The outcomes for the Stellenbosch university compare well with those of the proposed qualification e.g.

- Demonstrate Knowledge of the theory relevant to the field of addiction, as well as holistic skills to provide effective evidence-based interventions to patients which compares well with apply specialized knowledge of various theories of addiction to conceptualise addiction cases in clinical practice.
- Uphold appropriate professional and ethical practices compares well with adhere to ethical principles and standards in addiction treatment.

**Assessment Strategies:** The qualification at Stellenbosch is also similar to the proposed qualification in terms of assessment strategies both formative and summative as well as employment opportunities.

**Duration:** Both qualifications are offered on a one-year duration.

### University of Adelaide, (Australia)

**NQF level-**The qualification at University of Adelaide is following the AQF (Australian Qualification Framework) and the proposed qualification is following the Botswana National qualification framework although they are the same level of 8.

**Learning Outcomes-**Few Learning Outcomes from the qualification of University of Adelaide compares well with the proposed qualification e.g.

- Study the scientific bases of addiction, mental illness and related comorbidities compares well with conduct therapy for clients presenting with SUD (substance use disorders).
- Investigate evidence-based treatments and interventions compares well with conduct applied research in the field of addiction.

**Assessment Strategies:** The qualification from the University of Adelaide also has similar assessment strategies of the proposed qualification.

**Duration:** Both qualifications are offered on a one-year duration.

### Differences

#### Stellenbosch University, SU, South Africa

**Title:** The nomenclature for the title of the qualification offered at Stellenbosch University is Post Graduate Diploma in Addiction Care while the one for the proposed qualification is Post Graduate Diploma in Addiction Treatment.

**Modules offered:** The number of modules offered in SU is only 5 which is different to the proposed qualification where the number of modules is 9 modules including the internship module as some of the modules in SU have been combined but the content and context remains the same.

**Credits:** The proposed qualification has 124 credits against 120 credits for the SU qualification.

### University of Adelaide, (Australia)

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**Title:** The nomenclature for the title of the qualification offered by University of Adelaide is Graduate Diploma in Addiction and Mental Health while the one for the proposed qualification is called as Post Graduate Diploma in Addiction Treatment. The Australian qualification is skewed towards mental health as implied by the title.

**Credit Value:** The credit value for the UA qualification is based on the Australian Qualification Framework which is 48 credits which differs from the proposed qualification which follows the Botswana National Qualification Framework which is at 124 credits.

**Duration:** Both qualifications are offered on a one-year duration.

The proposed qualification overall compares well with other qualifications which it was benchmarked against. The proposed qualification with the qualifications benchmarked provides a strong foundation in the scientific bases of addiction, mental illness and related comorbidities. It also emphasizes the practical skills and theoretical knowledge in the field. The proposed qualification and other benchmarked qualification are equipped with competencies which met the academic requirements, clinical competencies as outlined in the qualification and accreditation standards, proficiency in evidence-based practice, critical thinking, problem-solving, and decision-making in clinical scenarios and commitment to lifelong learning, continuing education, and professional growth in the field of mental health. The similarity of the courses consequently translates to the graduate profile of the qualifications from the above-mentioned institutions being comparable to the proposed qualification. Generally, the qualification compares well with the benchmarked institutions in terms of Learning outcomes and modules offered which facilitates easy articulation for the learners into the same qualifications identified both horizontally and vertically.

### REVIEW PERIOD

The qualification will be reviewed every 5 years.

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### For Official Use Only:

**CODE (ID)**

**Document No.:** DNCQF.P01.GD02

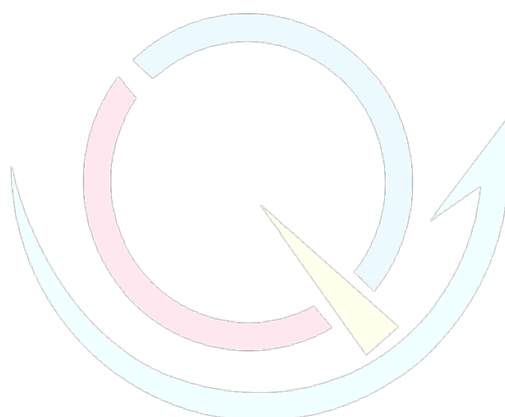
**Issue No.:** 02

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*Building a seamless Education and Training System*

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<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>	



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