

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS																			
QUALIFICATION DEVELOPER (S)			Boitekanelo College																
TITLE		Master of Educational Psychology								NCQF LEVEL		9							
STRANDS (where applicable)		N/A																	
FIELD		Health and social Services								CREDIT VALUE		240							
SUB FIELD		Psychology																	
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: The current qualification is a response to the need as highlighted in the Human Resource council priority skills report (2025). The report highlights that as from 2025-2028, more than 30 educational psychologists are needed. As of 2014, Botswana had a total of 361 inpatient mental health professionals and a ratio of 17.7 mental health workers to 100,000 people (statistical brief, 2019). The projected numbers projected in the HRDC report is hoped to curb the huge client-clinician ratios which are very much skewed. The shortage of educational psychologist in facilities hampers the provision of educational specific services amongst learners in Botswana thereby hindering early detection of learning disorders leading to late interventions. This in overall affect learners' academic performance and general psychological development. This qualification will address the existing skills gaps in the job market and assist in ensuring that learners are provided with adequate mental health support as stipulated as guided by existing mental health policy (Mental health policy, 2003).																			

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PURPOSE: (itemise exit level outcomes)

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

1. Integrate advanced theories of educational psychology, enabling them to comprehensively evaluate and address the multifaceted needs of learners across cognitive, emotional, social, and physical domains.
2. Proficiently conduct and interpret various assessments, empowering them to identify and diagnose learning challenges and disabilities among diverse student populations.
3. Design and execute customized evidence-based interventions and behavioural plans that meet the specific educational needs of diverse learners, leveraging both research and practical strategies to enhance learning success.
4. Actively collaborate with various community stakeholders, fostering supportive environments and resources that cater to the psychoeducational needs of individuals.
5. Uphold ethical principles and professional standards in the practice of educational psychology, prioritizing the rights and well-being of all learners throughout their educational journey.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

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

1. NCQF Level 7 in any health or education-related discipline OR any other discipline for people working in the healthcare industry with a minimum of 3 years' work experience.
2. Applicants who do not meet the entry requirements with NCQF level 7 will qualify for entry through Recognitions of Prior Learning (RPL) and Credit Accumulation Transfer (CAT) as per institution RPL and CAT policy.

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SECTION B

QUALIFICATION SPECIFICATION

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GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Synthesize advanced theories of educational psychology to assess and address learners' complex cognitive, emotional, social, and physical dimensions in educational practices.	1. Apply theories of educational psychology to understand clients' unique educational needs 2. Synthesize insights from diverse theories into practical strategies for enhancing educational environments for optimum learning and teaching. 3. Implement interventions to respond to each client's unique educational needs.
2. Administer and interpret psychoeducational assessments, employing a range of assessment tools to inform comprehensive understanding and intervention strategies for diverse learners.	1. Demonstrate proficiency in administering a variety of psychoeducational assessments accurately and ethically. 2. Interpret assessment results to identify learners' strengths, challenges, and individualized needs. 3. Analyse assessment data to generate comprehensive profiles of diverse learners and inform intervention strategies. 4. Evaluate the appropriateness of selected assessment tools and techniques in addressing the unique needs of diverse learners. 5. Develop and justify intervention plans based on the interpretation of psychoeducational assessment results, considering cultural, linguistic, and socio-economic factors.
3. Create and implement evidence-based intervention strategies and behavioral plans tailored to diverse learners' unique educational needs, integrating research and practical applications to optimize learning outcomes.	1. Design evidence-based intervention strategies tailored to diverse learners' educational needs. 2. Implement intervention plans effectively, monitoring progress and adjusting strategies as needed.

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	3. Evaluate the impact of intervention strategies on learning outcomes and student well-being. 4. Incorporate research findings and best practices into the development of behavioral plans for diverse learners. 5. Reflect on the effectiveness of intervention strategies and propose modifications based on outcomes and feedback from stakeholders.
4. Adhere to ethical principles and professional standards within the multifaceted field of educational psychology, ensuring the well-being and rights of all learners are prioritized.	1. Identify and explain ethical principles and professional standards relevant to the field of educational psychology. 2. Apply ethical principles to complex ethical dilemmas and decision-making scenarios in educational settings. 3. Demonstrate respect for diversity, confidentiality, and informed consent in professional practice. 4. Evaluate the ethical implications of various interventions and strategies on learner well-being and rights. 5. Develop and justify ethical guidelines for professional practice in educational psychology, considering diverse cultural and social contexts.
5. Collaborate with diverse community stakeholders in fostering development of adequate environments and provision of support to individuals with psychoeducational needs.	1. Collaborate with other professionals when providing support to learners with diverse special needs for a holistic care. 2. Build capacity for various communities in assisting learners with special needs for their optimum care and functioning 3. Provide consultancy to different stakeholders to enhance provision of support to learners with diverse needs.

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6. Design, execute, and critically evaluate rigorous, evidence-based research projects in educational psychology, contributing to the advancement of knowledge and best practices within the field.	1. Design research projects that address specific research questions or gaps in the field of educational psychology. 2. Execute research projects using rigorous methodologies. 3. Analyze and interpret research findings to draw conclusions and make recommendations for practice. 4. Screen and utilise valid and reliable tools for data collection tools to enhance the trustworthiness of research findings. 5. Utilise appropriate statistical methods of data analysis to make sense of data.
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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [7]	Level [8]	Level [9]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units					

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CORE COMPONENT Subjects/Courses/ Modules/Units	Advanced Educational Psychology			14	14
	Psychological Assessments in Education			20	20
	Community Based Educational Psychology			14	14
	Psychological Interventions in Education			16	16
	Educational technology and digital learning			12	12
	Research Methodology			14	14
	Practicum 1			20	20
	Research Proposal			20	20
	Practicum 2			30	30
	Research Project			80	80
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level [7]	Level [8]	Level [9]	

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1.					
2.					
Electives					

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
9	240
TOTAL CREDITS	240

Rules of Combination:

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

Fundamental Components: None

Core Components: 240

Electives: None

Total Credits: 240

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ASSESSMENT ARRANGEMENTS

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

MODERATION ARRANGEMENTS

The following shall apply for both internal and external moderation.

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

Professional registration and accreditation:

All assessors and moderators must possess any Doctor of Philosophy in Psychology qualification and be registered and accredited with BQA

RECOGNITION OF PRIOR LEARNING

RPL policies will be applicable in gaining credits towards graduation.

CREDIT ACCUMULATION AND TRANSFER

CAT policies will be applicable in gaining credits towards graduation

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

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

1. Master of Arts in Industrial Psychology
2. Master of Arts in Social Work (MSW) with a Specialization in School Social Work
3. Master of Science in Public Health (MPH) with a Focus on Child and Adolescent Health

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

1. Doctor of Philosophy in Educational Psychology
2. Doctor of Philosophy in Clinical Psychology
3. Doctor of Philosophy in Counselling Psychology
4. Doctor of Philosophy in School Psychology

Employment

- Educational Psychologist
- School Counsellor or Guidance Counsellor

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- Special Education Coordinator
- Researcher in Educational Psychology
- Training and Development Specialist
- Behavioural Interventionist
- Community Outreach Coordinator
- Consultant in Educational Psychology

QUALIFICATION AWARD AND CERTIFICATION

Candidates must meet the minimum standards to be awarded the qualification.

For a learner to qualify for the award of Masters in Educational Psychology qualification, they must have achieved a minimum of 240 credits according to the rules of combination. Successful candidates will be issued with a certificate indicating the award.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

The proposed qualification Master's in Educational Psychology was benchmarked against two institutions at the regional and international levels, as no institution locally currently offers this qualification. Regionally, the qualification was compared with the Master of Arts in Educational Psychology offered by the University of Cape Town in South Africa and Masters in Education (Education Psychology) offered by Kenyatta University, Kenya. Internationally, it was compared with the Master of Education in Educational Psychology offered by Harvard University in the United States. These comparisons were undertaken to ensure that the proposed qualification aligns with international academic standards and incorporates relevant competencies in the field of educational psychology.

Similarities

University of Cape town (UCT) (South Africa)

NQF Level- The qualification offered by UCT is at the same level of the proposed qualification of NQF level 9.

Duration: The proposed qualification is similar to the qualification offered by UCT, South Africa in terms of duration as it's been offered for 2 years.

Learning Outcomes- Most of the learning outcomes as covered in the qualification offered by UCT is comparable to the proposed qualification which covers the developmental psychology, learning theories, assessment and evaluation, and interventions in educational settings.

Kenyatta University (KENYA)

NQF level- The proposed qualification and the qualification offered at Kenyatta University are both positioned at NQF Level 9, indicating that they are equivalent at the Master's level in terms of academic complexity and expected learning outcomes

Duration- Both the proposed qualification and the qualification offered at Kenyatta University have a duration of two (2) years, which is consistent with the standard duration for Master's level.

Credit Value- The credit value for both the proposed qualification and the qualification offered at Kenyatta University is 240 credits, demonstrating alignment in terms of academic workload and qualification structure.

Harvard University (USA):

Learning Outcomes: The proposed qualification has similar learning outcomes to that of the qualification offered by Harvard University which covers the advanced understanding of psychological theories and principles as they apply to education, ability to critically analyse and apply research in educational psychology to real-world educational settings and competence in conducting assessments and evaluations to inform educational practices

Employment pathways – The qualification offered by Harvard University is also similar to the proposed qualification in terms of similar employment pathways like school psychologist, educational researcher, behavioural specialist, academic advisors and higher educational administrator.

DIFFERENCES

University of Cape town (South Africa)

Credit Value: The total credits for the University of Cape Town (UCT) qualification are 180, whereas the proposed qualification carries 240 credits, although both are placed at the same NQF level. This difference arises from variations in the national qualification frameworks, as Master's qualifications in South Africa are typically structured at 180 credits. Despite the difference in credit allocation, the key competencies and learning outcomes are closely aligned, thereby enabling smooth articulation and progression for learners between the qualifications.

Modules Offered: A few modules were identified as different from those in the proposed qualification than the qualification offered at UCT, including Social and Emotional Development, Behaviour Management and Classroom Interventions, Psychopathology in Children and Adolescents, and Family and Community Engagement in Education. However, the key concepts and competencies

covered in these modules are integrated within other modules in the proposed qualification, ensuring that the relevant knowledge areas and learning outcomes are still adequately addressed.

Kenyatta University (Kenya)

Modules: The nomenclature of some modules offered at Kenyatta University differs from those in the proposed qualification. For example, modules such as Design and Analysis I and Computer Application in Behavioural Statistics are titled differently from those in the proposed qualification. However, despite the differences in module titles, the content, learning outcomes, and competencies covered are largely comparable, indicating alignment in the core knowledge and skills expected from graduates of both qualifications.

Harvard University

Credit Value: The qualification offered at Harvard University differs from the proposed qualification in terms of credit value. The programme at Harvard carries approximately 32 to 36 credits, whereas the proposed qualification consists of 240 credits. This difference arises from variations in credit systems and structures used in different countries and institutions. Despite the difference in credit allocation, the core competencies, knowledge areas, and learning outcomes remain comparable, which supports academic alignment and potential articulation.

Duration: The duration of the qualification offered at Harvard University may vary depending on an individual student's course load and scheduling preferences; however, it is generally completed within one academic year of full-time study. In contrast, the proposed qualification is structured to be completed over two academic years. This difference is mainly due to variations in structure, credit requirements, and the depth of coursework and research components. Nevertheless, despite the difference in duration, the core competencies, learning outcomes, and academic rigor remain comparable.

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 educational psychology principles, emphasizing practical skills and theoretical knowledge in the field. The proposed qualification and other benchmarked qualification are equipped with competencies which met the academic requirements, competencies as outlined in the qualification and accreditation standards, proficiency in evidence-based practice, critical thinking, problem-

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solving, and decision-making in clinical scenarios and commitment to lifelong learning, continuing education, and professional growth in the field of educational psychology. 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

Every 5 years

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For Official Use Only:

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