

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.P01.GD02
		Issue No.	01
		Effective Date	01.08.2022

SECTION A: QUALIFICATION DETAILS											
QUALIFICATION DEVELOPER (S)		University of Botswana									
TITLE	Master of Arts in Health Psychology								NCQF LEVEL	9	
STRANDS (where applicable)	N/A										
FIELD	Health and Social Services		SUB-FIELD		Health Science			CREDIT VALUE	312		
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:

The Human Resource Development Council of Botswana (HRDC, 2019) has identified and acknowledged the lack of psychologists as part of a significant domain in the health sector in the 2019 Priority Skills and Employment Trend Report. The program also responds to the Tertiary Education Policy (2008) and the Botswana Qualifications Authority (BQA) emphasizes building the nation's human resource capacity within a regional and global setting by ensuring that academic programs are relevant; creating new knowledge and supplying highly skilled graduates. This would also contribute to the Human Resource Development Council's (HRDC) aim in human resource development.

Related to the above, full registration as a professional psychologist in Botswana is overseen by the BHPC,

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and requirements for licensure and practice include a master's degree and completion of at least 1 year of supervised internship. Health psychology is a combination of public health and psychology. As a follow up to the National Health eStrategy of Botswana 2020-2024 (2020) and other educational policies (e.g., Bagwasi, 2019), the Health Psychology qualification will help capacitate the country with more health personnel to deal with the physical and mental health issues of Botswana and prevention strategies. Astounding numbers for deaths from COVID-19 (WHO-corona virus dashboard, 2020) and an increase in HIV and AIDS cases have been reported in Botswana. Annual incidence of HIV among adults aged 15-64 years in Botswana was 0.2%, which corresponds to approximately 2,200 new cases of HIV per year among adults (BAIS V Preliminary Report, 2022). Because of such huge numbers, it is imperative to have local human resources who can study and share epidemiological updates of pandemics, including non-communicable diseases to effect advanced and appropriate prevention measures and interventions. Due to shortage of health psychologists and public health specialists, the foregoing can be a mammoth task. The National eHealth Policy, 2020 also alluded to the above when it posited that one of the main health issues in Botswana over the next 10 years is expected to be shortages of skilled human resources hence the need for this qualification.

People wishing to acquire postgraduate programmes in health psychology must enrol with institutions overseas or do so through distance learning, taking away advantages of locally trained workforce (e.g, reduced cost, enhanced relevance to health psychology needs in Botswana and cross border health psychology issues, and a higher likelihood of retention). The gaps in health psychology skills identified by stakeholders, for instance, Public health education/community health education, Research capacity, Programme development, implementation, monitoring and evaluation, and Health policy development may be resolved.

A needs assessment and a consultative meeting confirmed the shortage of psychologists in the different disciplines at the Ministries of Education and Health, several NGOs, central Resource Centres, National Aids Organisations, Health institutions (e.g., Sbrana), and hospitals, particularly ante-natal care units. In addition, health professionals need to make use of the bio-psychosocial model for their patients to access maximum help. There is also a demand for Health Psychology courses among students pursuing graduate degrees in health-related and psychology disciplines. Therefore, offering MA in Health Psychology in Botswana is meant to address this gap by building a sustainable health and psychology workforce through a localized Masters in Arts Health Psychology program. We envisage an advanced versatile health psychology program that will be able to address any public and health psychology challenge. Currently, most research addresses HIV/AIDS and TB and more recently, non-communicable diseases (NCDs), and COVID-19, without looking at the

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psychological challenges encountered at the individual, societal, and national levels.

Additionally, factors that necessitate the development and running of a Health Psychology program in Botswana emanate from the Global Disease Burden Report in 2020 and research on drugs particularly alcohol use/misuse among the youth in Botswana (Mhaka-Mutepfa, 2021). The demand for psychological health issues exceeds the workforce, which is quite concerning. Research has shown an increasing prevalence of anxiety, depression, somatization, social impairment, etc (Motsamai & Mhaka-Mutepfa, 2020). The 2020 report indicates a more pressing need, with a steep rise in the levels of disability due to mental illness, with depression, anxiety, and self-harm being the biggest contributors to years of living with disability (Vos et al., 2020). Dementias have also been of great concern hence the need for coming up with advanced prevention strategies for delaying and eradicating onset. Because of the challenges/ issues and burden of diseases, we need to develop and introduce a graduate program in health psychology to react to national needs.

In addition, the licensure requirement by law (BHPC Act 2001, amended 2017) is that, in addition to the qualification, one must have completed a 12-month internship. Thus, this qualification includes a 12-month internship/practicum to produce graduates ready for licensure. This, therefore, necessitate a higher than usual credit value of 312 to accommodate the 12-month internship/practicum.

PURPOSE: (itemise exit level outcomes)

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

1. Analyse advanced theories in health psychology informed by innovative knowledge to improve prevention and slow progression of diseases.
2. Comply with advanced applicable ethics codes and laws in practice.
3. Evaluate and control advanced environmental and occupational health hazards in diverse settings.
4. Create advanced public health policies and services that promote and protect individuals' and communities' health and well-being.
5. Conduct advanced specialized research on health-related issues from a psychological perspective.
6. Plan and implement advanced disease prevention/control strategies.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

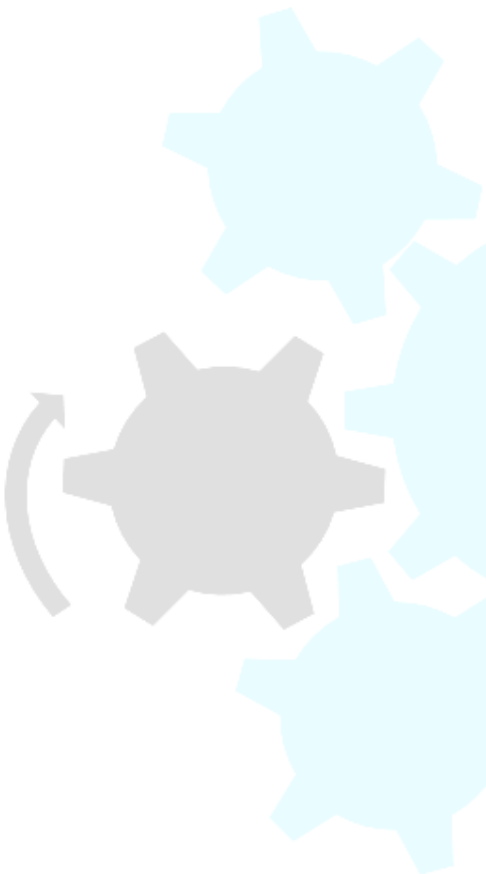
NCQF Level 8 in psychology and related disciplines. We shall also utilise applicable RPL/CAT regulations in accordance with the ETP's policies to admit applicants with NCQF Level 8 qualifications where they have taken modules in research methods, data analysis methods, and research project implementation.

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Apply advanced theories in health psychology informed by innovative knowledge to improve prevention and slow progression of physical and mental health 	1.1 Identify key lessons learned from the history and fields of psychology as applied to health psychology to develop new service and products. 1.2 Apply advanced professional skills such as communication, research development, consulting, and project-management skills. 1.3 Analyse advanced knowledge of key concepts, theories, issues, and applications in health psychology. 1.4 Apply advanced knowledge of key concepts, theories, issues, and applications in health psychology.
2. Apply Compliance with applicable ethics codes and laws during practice	2.1 Identify and apply relevant ethics codes and legislations governing psychologists and codes of professional conduct. Examples include APA ethics codes as well as The Mental Health Act. 2.2 Analyse ethical issues associated with working with individuals, couples and families, cultural groups, organizations, and the community. 2.3 Apply knowledge and skills in managing ethical issues and dilemmas in research and practice. 2.4 Resolve ethical dilemmas in line with the ethical, legal and professional requirements. 2.5 Conduct Health, Safety, and Environmental (HSE) practices in a professional manner.
3. Evaluate, and control environmental and occupational health hazards.	3.1 Identify and control major sources of exposure to environmental, occupational, and safety hazards, the

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	key routes of exposure, and the specific pathways relevant to human health. 3.2 Characterise the risks to human health, physiological, psychological, and social, from major environmental, occupational, and safety hazards for prevention and control. 3.3 Predict and evaluate health, safety, and environmental risks from processes, work tasks, the built environment, and other economic and/or social activities for prevention and control. 3.4 Utilize existing regulatory and policy frameworks to recommend appropriate engineering, personal protection, or administrative controls and policies to mitigate these hazards and evaluate their effectiveness 3.5 Apply knowledge and professional skills in working with people across the lifespan. 3.6 Employ psychological knowledge to manage environmental, safety and health incidents.
4. Create advanced public health policies and services that promote and protect individual and communities' health and well-being.	4.1 Analyse and interpret government population health policies. 4.2 Analyse and interpret laws and policies that affect public health and psychological practice. 4.3 Formulate health and psychological policies by participating in the regulation-making process and the political arena. 4.4 Develop plans that support individual and community health and psychological efforts. 4.5 Enforce laws and regulations that protect physical and mental health and ensure safety.

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5. Conduct advanced specialized research on health-related issues from a psychological perspective 	5.1 Apply advanced knowledge and skills in developing a research proposal and develop a work plan for the study. 5.2 Identify a problem, conduct a comprehensive literature review to identify gaps, identify appropriate methods and analysis using advanced inferential statistics, and suggest implications for research, practice, and policy. 5.3 Apply theoretical frameworks and appropriate methodologies. 5.4 Observe ethical codes and legal guidelines in the conduct of responsible science. 5.5 Collect high-quality data and data management. 5.6 Synthesize and interpret the research findings. 5.7 Generate publishable scientific reports. 5.8 Present a poster or oral research findings at local and international fora.
6. Plan and implement a disease prevention/control strategy	6.1 Prioritize population health and psychological needs through synergies and mobilizing community partnerships. 6.2 Plan interventions based on information from assessment and diagnosis. 6.3 Formulate and implement responses to population health emergencies/disease outbreaks. 6.4 Design and implement interventions for different groups (i.e., individuals, couples, families, different cultural groups, and different cohorts). 6.5 Identify key funding mechanisms 6.6 Distinguish the costs and benefits of specific population health projects/programs within health

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	care systems. 6.7 Monitor and evaluate the interventions and offer effective psychological first aid where necessary.
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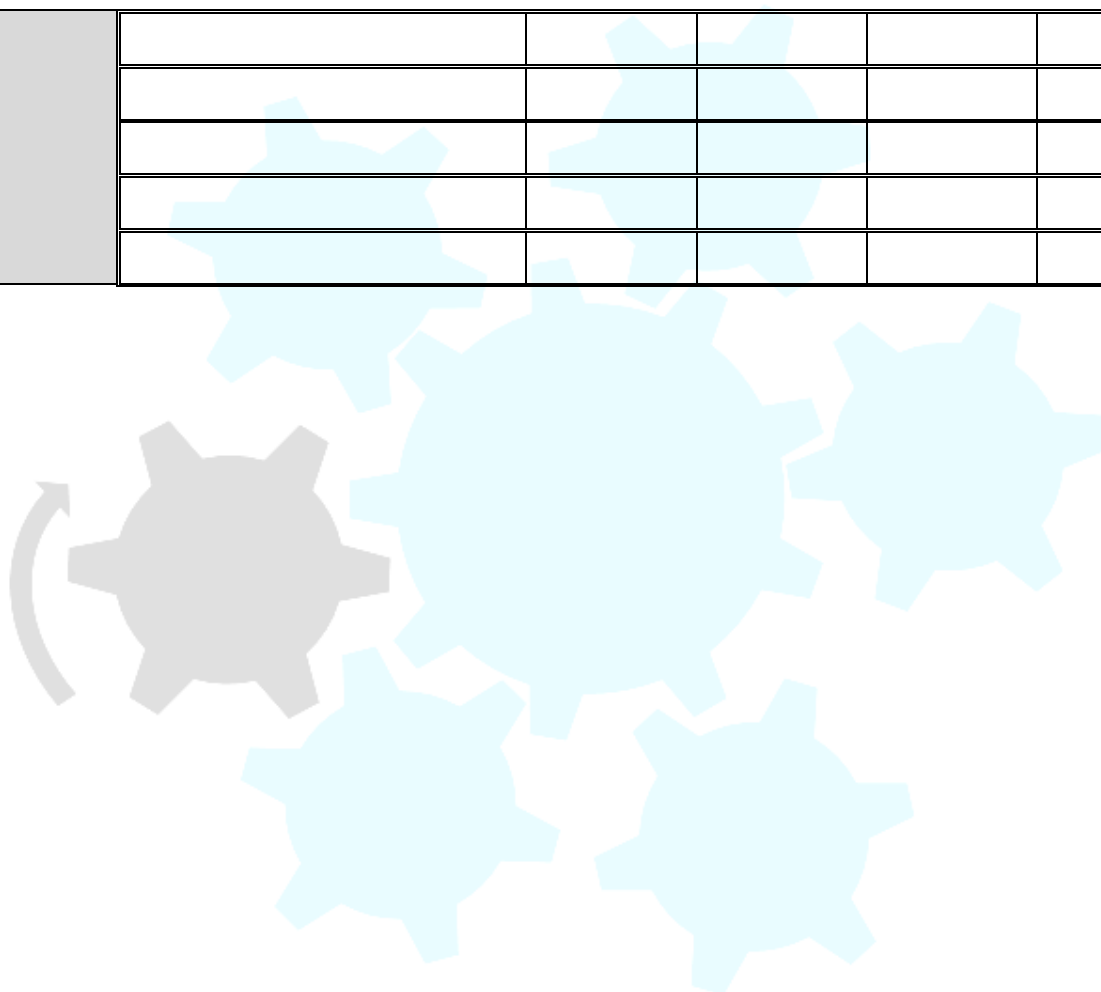
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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [9]	Level []	Level []	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units					
CORE COMPONENT Subjects/Courses/ Modules/Units	Supervised Dissertation in Psychology	80			80
	Practicum in Health Psychology	112			112
	Advanced Research Methods and Design in Psychology	12			12
	Advanced Statistics and Data Analysis in Psychology	12			12
	Ethical, Legal, and Professional Issues in Psychology	12			12
	Foundations for Health Psychology	12			12
	Psychosocial Aspects of Health and Illness	12			12
	Psychotherapy, Counselling,	12			12

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	and Interviewing skills				
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level [9]	Level []	Level []	
	Environmental & Occupational Health	12			12
	Monitoring and evaluation of Health Psychology Programs	12			12
	Community Mental Health	12			12
	Behavioural nutrition	12			12
	Psychosocial Aspects of Communicable and non-communicable diseases	12			12
	Health and Aging/ Geriatrics	12			12
	Health Policy Development and Management	12			12
	Psychopathology	12			12
	Health Promotion and Behaviour Change	12			12
	Substance use/misuse and dependence	12			12

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
9	312
TOTAL CREDITS	312
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
For a student to graduate with the M.A. in Health Psychology qualification, they should have: - completed a minimum of 312 credits distributed as follows: - No credits of fundamental courses 262 credits of core courses 48 credits out of the 120 credits of the optional courses Achieved at least 60% in the practicum.	

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ASSESSMENT ARRANGEMENTS

All the assessments, formative and summative, leading/contributing to the award of credits or a qualification should be based on learning outcomes and/or sub-outcomes.

Formative assessment

- Formative assessment or continuous assessment contributing towards the award of credits should be based on course outcomes. This can include tests, assignments and projects as well as simulated and real practice. The contribution of formative assessment to the final grade shall be 50%.
- For practicum, the portfolio shall be the primary mode of formative assessment and shall wholly contribute towards the final grade. Students must achieve a minimum grade of 60% in the portfolio to pass.

Summative assessment

- Candidates may undergo assessment including written tests, and practical and simulated projects. The final examination for each examinable course contributes **50 %** of the final mark for that course.
- For non-examinable courses, the final grade is based upon the composite of all continuous assessment marks for each of those courses.
- The fine details of pass grades, fail, and retakes shall be as per individual ETPs policies, as such have been left out.

All summative practical assessments must be conducted in actual applied/practice settings.

Formative assessments (e.g., tests, assignments), contribute 50% and summative assessment (exams) also contribute 50%.

MODERATION ARRANGEMENTS

BQA-accredited assessors with doctoral degree shall moderate assessments in accordance with ETP policies and BQA guidelines.

RECOGNITION OF PRIOR LEARNING

Candidates may submit evidence of prior learning and current competence and/or undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with applicable university

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RPL policies and relevant national-level policy and legislative framework. Implementation of RPL shall also be consistent with requirements, if any, prescribed for the field or sub-field of study by relevant national, regional or international professional bodies.

CREDIT ACCUMULATION AND TRANSFER

Candidates may submit evidence of prior learning and current competence and/or undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with applicable university RPL policies and relevant national-level policy and legislative framework. Accepted accumulated credit shall be transferred in accordance with applicable BQA and ETP policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

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

The M. A. Health Psychology programme enables students to enrol in other master's level health Psychology programmes in comparable institutions at the appropriate level. Again, students can pursue related qualifications in:

- Master of Arts Applied Psychology
- Master of Arts Clinical Psychology
- Master of Arts Counselling Psychology
- Med Educational Psychology
- Master of Public Health
- Master of Science/Master of Arts Community Mental Health

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

Graduates of M. A. Health Psychology programme will be able to enrol in:

- Doctor of Philosophy in Mental Health
- Doctor of Philosophy in Public Health
- Doctor of Philosophy in Applied Psychology
- Doctor of Philosophy in Psychology
- Doctor of Philosophy in Developmental Psychology
- Doctor of Philosophy in Neuropsychology
- Doctor of Philosophy in Educational Psychology
- Doctor of Philosophy in Forensic Psychology

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- Doctor of Psychology

Employment pathways

Graduates will be able to work in the following areas:

- Clinical Case Manager
- Family / Behavioural Therapist
- Health Educator / Coach
- Mental Health Educator
- Health Promotion Officer
- Public Health Officer
- Health and Wellness Coach
- Mental Health Practitioner
- Social / Human Services Manager
- Substance Abuse Counsellor

QUALIFICATION AWARD AND CERTIFICATION

To be awarded a MA Health Psychology qualification, a student should have completed a minimum of 312 credits distributed according to the rules of combination. A candidate who successfully completes the qualification shall be issued with a certificate as an indication of the award in accordance with BQA and ETP policies.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

There are no major differences in content among the qualifications for the National Qualification Framework (North Central University: Ireland), New Zealand Qualifications and Credentials Framework (New Zealand: University of Auckland), and Qualification and Credit Framework (University of Westminster: England) and the developed Botswana qualification. It is important to note that the specific differences can vary by program name, credit totals, and the number of modules. The degree title alone may not fully capture the nuances of a particular curriculum. MA in Health Psychology and Masters in Health Psychology and MSc in Healthy Psychology do differ in nomenclature but comprise similar courses. Credits do vary depending on how many credits are ascribed per course. The core courses are generally the same in content and in quality. The structures are also similar across the board.

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North Central University: Ireland; The Master of Science in Health Psychology degree takes a minimum of 20 months and comprises 7 core courses, including a choice between practicum and research project and a choice of 3 electives out of 7 courses. The dissertation and practicum are not compulsory like in our developed qualification, but a student opts for either or. The entry requirements are somehow similar but North Central entry requirements are broader. Admission into their qualification is for any candidate with a bachelor's degree in any specialisation whereas our developed qualification is limited to a few Bachelors' degrees (e.g., Bachelor of Psychology, Public Health or a double major with Psychology as one of them). Our developed qualification is like the Ireland one in terms of the type of courses offered and structure. although we will enrol students with double majors, including psychology. Their credits are few because each course has a credit of 3 whereas ours have a credit of 12 thus their total credits add up to 30. However, our developed qualification offers students 1 more core course because both practicum and dissertation are compulsory. They call their dissertation research Methodology or capstone of research.

University of Westminster (London, England): The university offers 1 year (full time) and 2 years (part-time) Master of Science in Health Psychology degree. The University of Westminster offers dissertation as a core like us and students are made to choose between placement and a systematic review. Some students like ours will do both dissertation and practicum, while others will do dissertation and systematic review with no practicum). Nonetheless, their MSc program is intensive because of the shorter duration. It is more cumbersome to study 7 core courses (including dissertation) and 3 electives (including practicum) in one year. Thus their degree has the same number of courses as the North Central degree in Ireland. The degrees only differ in duration. This proves that our more core courses 8 and 4 electives are possible in 2 years. The West Minister qualification has 180 credits because it has 20 credits per course whilst we have 12 credits per course. Enrolments for Westminster are from graduates with upper second-class degrees who have either completed a degree in another subject or who have insufficient psychology knowledge to register for Graduate Basis for Chartered Membership. Applicants are also considered if the first degree is more than 10 years old, and there is a strong professional experience subsequently; OR with a postgraduate certificate. For us applicants in possession of either an Honours degree in Psychology; a four-year bachelor's degree with Psychology as a single major (with at least a C-grade average of 60% or higher); or a double major with psychology as the other major, qualifies for admission. The MSc Health Psychology qualification is offered in the Department of Human Sciences (Psychology Section) under the Faculty of Humanities and Social Sciences and Maths at GCSE is a requirement. The similarities with our developed qualification relate to the

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type of courses offered, and overall purpose of the qualification and more credits for dissertations. The minimum entry requirements for our developed qualification is lower. Our qualification also offers more courses (12),

University of Auckland (New Zealand) Their qualification is done in two years like our developed qualification and their dissertation is also compulsory. Unlike our qualification they do not offer any practicum. They have 5 core courses including the thesis. Their credits (240) are fewer than ours because there is no practicum. They have 5 core and 7 optional courses (4 electives). University of Auckland has 12 courses –no practicum included, and our qualification has 8 core courses, practicum, and thesis and 10 optional where we select 4). Practicum prepares students for practice.

Thus, we can conclude that this qualification is better than the other three because it offers more core and elective courses at all levels and also offers practicum and dissertation as core courses. All degrees lead to registration as a practicing psychologist and students can progress to doctoral studies.

REVIEW PERIOD

Every 5 years.