

**BQA NCQF Qualification Template**

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION							SECTION A
<b>QUALIFICATION DEVELOPER</b>		BA ISAGO UNIVERSITY					
<b>TITLE</b>	Bachelor of Education in Inclusive Education				<b>NCQF LEVEL</b>	7	
<b>FIELD</b>	Education and Training		<b>SUB-FIELD</b>		Inclusive Education		
New qualification	✓	Review of existing qualification					
<b>SUB-FRAMEWORK</b>	General Education		TVET		Higher Education	✓	
<b>QUALIFICATION TYPE</b>	Certificate		Diploma		Bachelor	✓	
	Bachelor Honours		Master		Doctor		
<b>CREDIT VALUE</b>	504						
RATIONALE AND PURPOSE OF THE QUALIFICATION							
<p>The inclusive system of education has become the accepted norm and current trend for educating children with diverse learning needs internationally. The learning needs of children with diverse needs requires special attention and steps should be taken to provide equal access to education for every category of people living with disabilities, as an integral part of national education endeavors (EFA, 1990; UNESCO,1994). Inclusive education ensures that all students have the opportunity to realize their potential and become valued members of the society.</p> <p>The Revised National Policy on Education (RNPE) of 1994 identifies basic education as a fundamental human right and is committed to the provision of a ten-year free basic education. This is seen as a strong basis upon which further levels of education and training would develop. The policy seeks to make education accessible to all including children with special educational needs. Other strategies for the disadvantaged included coming up with a facility for the identification and referral of children with special needs (RNPE, 1994). The aim of teacher training particularly in Botswana, as well as in general, is to enhance the status and performance of teachers who will work and guide children towards meeting the challenges of the 21st Century. The skills will help teachers possess high-level knowledge and confidence that can meet the global challenges and respond to International opportunities (National Human Resource Development Strategy, 2009).</p> <p>Pre-Primary and Primary education are the most important stages in the educational system, and the government strives to make these levels of education accessible to every child. The Inclusive Education policy provides significant direction that will achieve an inclusive education system which provides children, young people and adults with access to relevant, high quality education which enables them to learn</p>							

effectively, whatever their gender, age, life circumstances, health, disability, stage of development, capacity to learn or socio-economic circumstances (ETSSP, 2015-2020, page 21). The Ministry of Education and skills development is in support of training teachers in the area of inclusive education in order to fill the manpower gap.

This qualification is therefore, introduced in response to the national needs in providing equal opportunities for all children in the educational system. Education and skills are the basis for human resource development. They provide citizens with competencies to attain their full potential, thereby enabling them to effectively compete globally (Vision, 2036).

The results from the needs assessment exercise undertaken, showed a growing response towards the need for a qualification in Inclusive education. The introduction of teacher training in the area of inclusive education, will provide Botswana schools with the much needed and skilled teachers, who will be able to deal with special needs children in the ordinary classroom settings. Graduates of the Bachelor of Education in Inclusive Education will be trained to acquire specialized knowledge and skills that will help them meet the unique needs of learners with diverse needs in diverse settings. The needs assessment identified skills such as creativity, classroom organisation, communication and teaching skills as key skills required of graduates for this qualification. Modules such as Classroom Organization and structure, Instructional Methods for Children with Visual Impairment, Communication process for visually impaired will enhance the acquisition of the Classroom Organization and structure, Instructional Methods for Children with Visual Impairment, Communication process for visually impaired will enhance the acquisition of the relevant required skills to be effective teachers in inclusive education. The students will acquire knowledge of the training models, strategies, and philosophies that will help them in implementing appropriate educational techniques for learners with diverse needs in inclusive settings.

The purpose of this qualification is to impart knowledge, skills and competencies that would enable candidates to develop and implement inclusive education programmes in Botswana and beyond. Candidates would have the skills to analyze curriculum content, teach orientation and mobility skills, as well as use relevant assessment procedures and intervention approaches in order to assist children with learning difficulties. Furthermore, candidates would be able to develop individualized educational plans for various levels and varieties of disabilities in an inclusive school environment.

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

- i. Candidates must have obtained at least five (5) credits at BGCSE (or equivalent) including a pass in English language.
- ii. Serving teachers with Diploma in Education may join the Degree at year three
- iii. **Special entry:** Candidates who do not have the minimum academic qualifications stated above but with a minimum of three years relevant work experience will be considered upon satisfying the necessary requirements of the Academic Affairs Board. Recognition of Prior Learning Policy (RPL) will be used as an instrument for further assessment of mature-age entry candidates.

<b>QUALIFICATION SPECIFICATION</b>	
<b>SECTION B</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
1. Demonstrate knowledge and skills relevant to special needs education	1.1 Define inclusive education 1.2 Display knowledge of the National Inclusive Education Policy. 1.3 Identify the various disabilities in the school system 1.4 Describe the causes of different disabilities.
2. Develop special needs education programmes in Botswana at local levels for implementation	2.1 Display knowledge of the National Policy on special education in Botswana. 2.2 Formulate educational policy in line with support of children with special needs in schools 2.3 Justify issues of Policies related to the provision of ten-year free basic education and its implications for inclusive education.
3. Apply appropriate assessment skills in advising about the learning of children with special needs.	3.1 Adopt general education principles to the facilitation of learning in the areas of special needs teaching and learning. 3.2 Integrate special needs education knowledge in wider learning areas especially in cross-curricular programs. 3.3 Use assistive technologies and methods for learning, assessment and administration. 3.4 Use feedback from the students' assessment to develop an improved teaching and learning approaches for special needs students.
4. Use relevant procedures and intervention approaches in order to assist children with special needs education.	4.1 Evaluate personal teaching skills for children with special needs. 4.2 Justify intervention approaches adopted in teaching and assisting children with special needs in inclusive education.
5. Manage special needs education projects	5.1 Generate different special education projects. 5.2 Develop a plan of action for outside linkage with NGOs and relevant international bodies. 5.3 Report on collaboration projects.
6. Analyze curriculum content and use it appropriately for the benefit of children with special needs	6.1 Display skills to adopt, design and write and the curriculum as represented in the individualized plans (IEPs). 6.2 Evaluate the acquisition of the skills to modify curriculum relevant to the individual needs of special needs children 6.3 Generate educational judgment on the issues of curriculum

	adaptation for special needs children.
7. Participate in related professional practices in inclusive education	<p>7.1 Produce assessment materials relevant to special needs children in inclusive education.</p> <p>7.2 Compile reports on students activities in remedial programs.</p> <p>7.3 Develop intervention team/s in inclusive education settings.</p>
8. Organize various support services in inclusive education	<p>8.1 Evaluate the understanding of the difference between establishment of classroom rules and regulations.</p> <p>8.2 Justify the understanding of the use of individualized and small group instruction.</p>
9. Use relevant assistive technological devices in inclusive education settings as support for teaching children with special needs.	<p>9.1 Adopt appropriate assistive technology terms and methods of assessing students to match various assistive technologies.</p> <p>9.2 Adopt various assistive technologies to meet the needs of students with different disabilities.</p> <p>9.3 Identify specific assistive technology for specific disability.</p>

<b>QUALIFICATION STRUCTURE</b>			
			<b>SECTION C</b>
<b>FUNDAMENTAL COMPONENT</b> Subjects / Units / Modules /Courses	<b>Title</b>	<b>Level</b>	<b>Credits</b>
	History of Education	5	12
	Research Methods in Education	7	12
	Sociology of Education	6	12
	Philosophy of education	6	12
	Classroom Organization and structure	6	12
	Classroom Organization and structure	6	12
	Curriculum Development in Education	7	12
<b>CORE COMPONENT</b> Subjects / Units / Modules /Courses	Introduction to Exceptional Children	5	12
	Overview of main Categories of Disabilities	5	12
	Introduction to Inclusive Education	6	12
	Assessment and identification of Children with Special Diverse learning Needs in the Classrooms	6	12
	Children with Special Needs and the society	6	12
	Early Intervention for Learners at Risk	7	12
	Instructional Methods for Children with Visual Impairment	7	12
	Introduction to physical and Health Impairment	6	12
	Teaching basic skills for children with Learning Difficulties	6	12
	Counselling Children with Special Needs	7	12
	Teaching Language & Literacy Skills for Children with Learning Disabilities	7	12
	Measurement and Evaluation	7	12
	Remediation Methods for children with Learning Disabilities	7	12
	Instruction Methods for Children with Intellectual Disabilities	7	12
	Introduction to Educational Psychology	6	12
	Instructional Methods for Gifted and Talented Children	7	12

	Development of Individualized Education Plans	8	12
	Curriculum Modification and adaptation for Children with Learning problems	8	12
	School attachment	7	60
	Communication process for visually impaired	7	12
	Teaching Children with ADHD	7	12
	Early Childhood Education for Children with Special Needs Education	8	12
	Assistive Technology for Learners with Special Needs	8	12
	Behaviour Management at home and Classroom	8	12
	Emerging Trends in Inclusive education	7	12
	Collaboration and Consultation in Special Needs Education	8	12
	Research Project	7	24
	Instructional Methods for Children with Hearing Impairment	7	12
	Educating Children with Behavior Disorders	7	12
	Education of Children with Autistic Spectrum Disorder	7	12
	Introducing Students to Methods of Planning and Providing Special Needs Services	7	12
<b>ELECTIVE COMPONENT</b> <b>Subjects / Units / Modules /Courses</b>			
<b>Rules of combinations, Credit distribution (where applicable):</b>			
Level 5 consists of <b>36 credits</b> Level 6 consists of <b>120 credits</b> Level 7 consists of <b>288 credits</b> Level 8 consists of <b>72 credits</b>  <b>Total Credits 516 Credits</b>			

## **ASSESSMENT & MODERATION ARRANGEMENTS**

### **Assessment**

All assessments leading to the award of the qualification should be based on learning outcomes and associated assessment criteria.

### **Formative assessment**

The weightings for the Formative Assessment component which contributes to the awarding of credits is as follows:

- Assignments - 13%
- Test - 14%
- Mid-Term Mock Examinations - 13%

The weighting of formative assessment is 40 % of the Final assessment mark.

### **Summative assessment**

- Final examinations

The weighting of summative assessment is 60 % of the Final assessment mark.

### **Internal moderation requirements**

- i. All assessment instruments must be internally moderated before administration
- ii. All marked scripts should be moderated internally
- iii. The preparation of the moderation should be accompanied by the Assessment Matrix.
- iv. Reports and associated documents to be in place for external moderation should include but not limited to:
  - Qualification document
  - Assessment Instrument
  - Assessment design and alignment matrix
  - Marking key
  - Internal Moderation report
  - List of candidates and scores attained (Module – wise report)
  - Examination Attendance register

### **External moderation requirements**

External moderation is a final check, by external subject experts, that the examination and marking is at the right standard for the type and level of the qualification. External moderation exercise may lead to a decision to change marks. Each sub-field will have a Substantive External Examiner.

## **RECOGNITION OF PRIOR LEARNING (if applicable)**

Recognition of Prior Learning (RPL) is a form of assessment for eligibility into the qualification. It allows recognition of skills and knowledge acquired through informal learning such as work or life experience. RPL is granted where the candidate is able to provide sufficient evidence of their competence in a module as determined by the appointed RPL Assessor.

Candidates wishing to apply for RPL assessment shall submit their applications three months prior to the commencement of the qualification they seek to enroll in. All prospective students will complete an application form and attach all required evidence, in the form of following:

- In-house training certificates
- Examples of work produced
- Workplace reference
- Statement of duties
- Project Work
- Newspaper cuttings of achievements
- Minutes of meetings attended or conducted
- Documents showing organizing/supervisory skills
- Awards, commendations, certificates of merit

The qualification shall be reviewed against the Performance Criteria stated in the Unit of Competency. The candidates will be asked to perform an activity or undergo series of tests to provide evidence where there are gaps between what has been provided and what is required.

## **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

### **Learning Pathways**

#### ***Horizontal Articulation:***

The graduates will have the opportunity to study on a wide range of Postgraduate Qualification Locally and Internationally.

- Bachelor Degree in social work
- National professional Diploma in Education
- Bachelor Degree in Early Childhood Development
- Degree in Adult Education

#### ***Vertical Articulation***

Graduates of this qualification will be able to seek for articulation and progression to Pursue Master's program or any Post graduate course in Education in various such as:

- Master of Education in Inclusive Education
- Master of Education in Education Management
- Master of Education in Special Needs( Learning Disabilities)
- Master of Education in Hearing Handicapped



- Master of Education in Visual Impairment etc.

### **Employment Pathways**

Graduates from this qualification can work as:

- Special needs coordinator/teacher
- School Liaison officer
- Resource room consultant
- Placement officers
- Referral consultants
- Parent/teacher counsellors
- Children advocate
- Remedial teacher
- Brail list
- Reading Teacher

### **QUALIFICATION AWARD AND CERTIFICATION**

Candidates meeting the prescribed requirements will be awarded the qualification in accordance with the qualification composition rules and applicable policies. To be eligible for the award, candidates must have successfully completed all fundamental and core modules and passed examinations in accordance with regulations set in the Faculty. The Bachelor's Degree in Inclusive Education will be awarded to candidates who have obtained a minimum of 480 credits.

### **REGIONAL AND INTERNATIONAL COMPARABILITY**

This qualification compares with the following:

- Australia Catholic University
- The University of Edinburgh(UK)
- Southern Africa Nazarene university(Swaziland)

Australia Catholic University offers Bachelor of Inclusive Education and Disabilities Studies worth 480 Credits and produces candidates with competence in communication skills, learning and development, technology and communication, inclusive learning, instructional delivery and psychology, which is comparable to what it proposes to offer. With a duration of four (4) years for its full time students.

Also. University of Edinburgh (UK) offers, Bachelors of Special Needs Education worth 480 credits and aims to develop competencies in inclusive pedagogy, comparative approach to inclusive education, and issues and strategies for teaching and learning which compare favorably with that developed which is also being benchmarked.. The duration on each of the above is four (4) years and on full time basis.

Other qualifications offered in countries such as Southern Africa Nazarene University in Swaziland, which generally emphasize development of competencies in educational foundations, basic physical education,

human psychology, education learning theory, school health education and school organization and administration. notwithstanding, the degree runs over a period of 48 months (4 years) for full-time students and sixty months(5 years) for part-time students( eight semesters in forty eight- months, consisting of six months each and 10 semesters in sixty months of six months each respectively). There is an exit route at Diploma level after successful completion of the first two years of the qualification. The Course will be delivered through Full time, Part Time and Block Release (Evening, Weekend and University Vacation Sessions) as well as through Online Mode of delivery.

Although the qualifications examined generally follow similar structures and standards, there are differences, though not significant. Dissertation and credit awards do differ in weighting, for instance, this qualification made enough provision for students in this course to go for one semester Industrial attachment, which is 60 credits This kind of arrangement exposes students to best practices in the field of Inclusive Education. The other Universities compared only allow students for a three (3) months attachment, which may not provide enough experience in the course especially issues relating to disability. Also, the qualification exposes students to other categories of exceptionality like Autistic Spectrum Disorder, which is not found in the Universities Benchmarked.

The proposed qualification generally compares well with all the qualifications studied, since the exit outcomes cover similar scope and depth and are aligned to exit-level descriptors typical of this level and type of qualification as done within the region and beyond, as well as competencies required for registration and accreditation with professional bodies, such as South African Qualification Authority (SAQA) and the Botswana Qualification Authority (BQA). However, what sets the qualification apart from the other qualifications examined is that there is provision for development of attributes such as in-depth research, critical thinking and pedagogical practices.

#### **REVIEW PERIOD**

This qualification will be reviewed in 5 years upon registration.

**Other information** – please add any supplementary information to help the application for this qualification for NCQF Registration.