

BQA NCQF QUALIFICATION TEMPLATE

SECTION A:												QUALIFICATION DETAILS					
QUALIFICATION DEVELOPER (S)				BA ISAGO University													
TITLE			Bachelor of Education in Special and Inclusive Education							NCQF LEVEL			7				
STRANDS (where applicable)			N/A														
FIELD			Education and Training							CREDIT VALUE			480				
SUB FIELD			Training														
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																	
<p>RATIONALE:</p> <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 aims at providing every student with the chance to unlock their potential and ultimately contribute as respected members of society. Additionally, the Revised</p>																	

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). 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 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 Human Resource Development Council is in support of training teachers in the area of inclusive education in order to fill the manpower gap (HRDC Priority Occupations list 2019). 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). Remarkably, all these efforts closely align with goal 4 of the United Nations 2030 Agenda for Sustainable Development. The goal stipulates the inevitable need for the provision of both equitable and quality inclusive education to disadvantaged and vulnerable groups. It further acknowledges the importance of suitable, well qualified persons in educating individuals with diverse needs (United Nations, 2015).

It is evident that there is need for a qualification in Inclusive Education in Botswana (BA ISAGO Needs Assessment Report, 2023). The survey identified skills such as creativity, classroom organisation, communication and teaching skills as key skills required of graduates for this qualification. The training of teachers in the area of inclusive education will provide Botswana schools with the much needed and skilled labor, which will be able to deal with special needs children in the ordinary classroom

settings. The qualification is designed to 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.

PURPOSE: (itemise exit level outcomes)

The purpose of this qualification is to produce graduates with specialised knowledge, skills, and competences to:

- Identify learning needs and support strategies for a diverse range of learners within the inclusive setting.
- Plan, implement and assess programs that incorporate effective teaching interventions for an inclusive setting.
- Apply relevant assessment procedures and intervention approaches in order to assist learners with learning difficulties.
- Develop educational plans for various levels and varieties of special educational needs in an inclusive school environment.
- Collaborate in activities that increase awareness, opportunities and alternatives for learners with special educational needs.
- Assist in conducting research in a specialized field of education, training or development, and report their findings in academically appropriate ways.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

- i. Applicants must have a minimum Certificate IV, NCQF Level 4 (TVET/GE) or equivalent.
OR
- ii. Candidates who do not meet the minimum academic qualifications stated above will be considered through Recognition of Prior Learning (RPL) process which shall be administered according to the National RPL Policy. There will also be provision for Credit Accumulation Transfer to the learner in case they transfer from another institution as per National Policy on CAT.

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>1. Apply specialized knowledge in the field of special needs education to effectively design and implement inclusive learning environments, demonstrating both theoretical understanding and practical skills.</p>	<p>1.1 Assess historical perspectives on special needs education.</p> <p>1.2 Examine relationship between special needs education and inclusive education.</p> <p>1.3 Identify the various special needs in the school system.</p> <p>1.4 Examine the different causes of different disabilities and utilize the knowledge of diverse learning needs and disabilities when planning inclusive learning environments.</p> <p>1.5 Implement strategies for accommodating diverse learning needs and promote inclusive and adaptive educational settings.</p> <p>1.6 Respond to the changing student needs and modify instructional plans and environments accordingly.</p>
<p>2. Implement assessment techniques to provide informed guidance on the learning progress of learners with special needs.</p>	<p>2.1 Apply general education principles to the facilitation of learning in the areas of special needs teaching and learning.</p> <p>2.2 Integrate special needs education knowledge in wider learning areas, especially in cross-curricular programs.</p> <p>2.3 Apply assistive technologies and methods for learning, assessment and administration.</p>

	<p>2.4 Use feedback from the students' assessment to develop an improved teaching and learning approaches for special needs students.</p>
<p>3. Manage special needs education projects to provide educational support and resources for individuals with special needs or diverse learning needs.</p>	<p>3.1 Develop comprehensive plans for special education projects, including setting objectives, timelines, and resource allocation.</p> <p>3.2 Ensure that financial resources are effectively managed to support the needs of the project, including allocating funds for specialized equipment, personnel, and training programs.</p> <p>3.3 Collaborate with various stakeholders including educators, administrators, parents, and community members to ensure that the project meets the diverse needs of individuals with special needs.</p> <p>3.4 Identify and allocate appropriate resources such as assistive technology, specialized instructional materials, and support personnel to facilitate effective learning experiences for students with special needs.</p> <p>3.5 Implement systems to monitor the progress of special education projects, collecting data on outcomes, and evaluating the effectiveness of interventions to make informed decisions for improvement.</p> <p>3.6 Ensure that special education projects comply with relevant laws, regulations, and standards governing the provision of services to individuals with disabilities.</p> <p>3.1 Advocate for the rights and needs of individuals with special needs within the educational system and raising awareness</p>

	<p>about the importance of inclusive education practices.</p>
<p>4. Facilitate student learning through innovative curriculum design, pedagogies with inclusive schools.</p>	<p>4.1 Develop special needs education programs in Botswana at local levels for implementation.</p> <p>4.2 Assess issues of policies related to the provision of ten-year free basic education and its implications for inclusive education.</p> <p>4.3 Implement the curriculum as represented in the individualized educational plans (IEPs).</p> <p>4.4 Modify curriculum to the individual needs of special needs children.</p> <p>4.5 Asses the issues of curriculum adaptation for special needs children.</p>
<p>5. Engage in continuous professional development to enhance effectiveness in promoting inclusive education in educational environments.</p>	<p>5.1 Participate in relevant workshops, seminars, conferences, or courses focused on inclusive education.</p> <p>5.2 Articulate insights gained from the learning experiences and their potential impact on teaching practices.</p> <p>5.3 Share with colleagues experiences and exchange ideas related to inclusive education.</p> <p>5.4 Integrate newly acquired knowledge and strategies into instructional planning and delivery.</p> <p>5.5 Develop a personalized professional growth plan outlining goals, objectives, and action steps for further enhancing effectiveness in promoting inclusive education.</p>
<p>6. Use relevant assistive technological devices in inclusive education settings as support for teaching children with special needs.</p>	<p>6.1 Identify specific assistive technology for specific disability.</p>

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	<p>6.2 Select appropriate assistive technology terms and methods of assessing students to match various assistive technologies.</p> <p>6.3 Apply various assistive technologies to meet the needs of students with different special needs.</p>
<p>7. Assist in conducting research to identify gaps and possible solutions in the special and inclusive area.</p>	<p>7.1 Identify research problems relating to special and inclusive education.</p> <p>7.2 Apply relevant methods of data collection to gather information relating to special needs education.</p> <p>7.3 Analyse quantitative and qualitative data relating to cases of inclusive education in schools.</p> <p>7.4 Prepare reports of research findings on patterns and trends of special and inclusive education.</p> <p>7.5 Utilize the findings to better the experiences of special needs in education.</p>

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SECTION C	QUALIFICATION STRUCTURE					
COMPONENT	TITLE	Credits Per Relevant NCQF Level				Total Credits
		Level [5]	Level [6]	Level [7]	Level [8]	
FUNDAMENTAL COMPONENT	History of Inclusive Education	8				8

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Subjects/ Courses/ Modules/Units	Research Methods in Education			12		12
	Sociology of Education		8			8
	Philosophy of Education		8			8
	Professional Studies		8			8
	Computing & Information Skills			10		10
	Introduction to Educational Psychology		10			10
	Curriculum Development in Education			12		12
CORE COMPONENT Subjects/Courses/ Modules/Units	Language and Communication Disorders		10			10
	Overview of Main Categories of Disabilities	8				8
	Inclusive Education			12		12
	Early Identification and Assessment of Children with Diverse Learning Needs			12		12
	Policy Issues in Inclusive Education			10		10
	Early Childhood Education for Children with Special Educational Needs			12		12
	Instructional Methods for			12		12

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	Children with Visual Impairment: Braille					
	Physical and Health Impairments		10		10	
	Teaching Basic Skills for Children with Diverse Needs		10		10	
	Counselling Children with Special Needs			12	12	
	Entrepreneurship			12	12	
	Measurement and Evaluation			12	12	
	Remediation Methods for Children with Diverse Needs.			12	12	
	Instruction Methods for Children with Intellectual Disabilities			12	12	
	Gender and HIV/AIDS Issues in Inclusive Education		8		8	
	Instructional Methods for Gifted and Talented Children			12	12	
	Individualized Education Plans				12	12
	Curriculum Modification and Adaptation for Children with Learning Problems				12	12
School Attachment			60		60	

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	Communication Process for Learners with Visual Impairment			12		12
	Communication Process for Learners with Hearing Impairment: Sign Language				12	12
	Assistive Technology for Learners with Special Needs				12	12
	Expressive Arts in Primary Schools				12	12
	Inclusive Language Arts in Primary Schools			12		12
	Collaboration and Consultation in Special Needs Education				12	12
	Research Project			24		24
	Instructional Methods for Children with Hearing Impairment			12		12
	Teaching of Children with Behavioural Disorders			12		12
	Education of Children with Autistic Spectrum Disorder			12		12
Science and Mathematics in Primary Schools			12		12	

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STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level []	
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
Level 5	16
Level 6	72
Level 7	320
Level 8	72
TOTAL CREDITS	480

Rules of Combination:

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

The credit distribution is made up of 72 credits from the fundamental component and 408 credits from the core component.

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ASSESSMENT ARRANGEMENTS

All assessments which are leading to the award of the qualification should be based on learning outcomes and associated assessment criteria. Assessments will be conducted by Assessors who have been registered with Botswana Qualifications Authority (BQA). The assessments will be as follows:

i. Formative assessment

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

ii. Summative assessment

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

MODERATION ARRANGEMENTS

Assessments will be internally and externally moderated by BQA registered and accredited moderators in line with approved moderation policies.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) will be applicable for consideration for award in this qualification.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation Transfer (CAT) will be applicable for consideration for award in this qualification.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

Horizontal Articulation:

- Bachelor of Arts (Social Work)
- National Professional Diploma in Education
- Bachelor of Education (Early Childhood Development)
- Bachelor of Education (Adult Education)
- Bachelor of Education in Special needs

Vertical Articulation

- Bachelor of Education (Hon) in Special & Inclusive Education
- Postgraduate Certificate/ Diploma in Special & Inclusive Education
- Master of Education in Inclusive Education
- Master of Education in Education Management
- Master of Education (Special & Inclusive Education)
- Master of Education in Special Needs (Learning Disabilities)
- Master of Education in Hearing Handicapped
- Master of Education in School Audiology

Employment Pathways

- Inclusive Education Teacher
- Special Needs Coordinator
- School Liaison Officer
- Resource Room Consultant
- Placement Officers
- Referral Consultants
- Parent/Teacher Counsellors
- Children Advocate
- Remedial Teacher
- Brailist
- Reading Teacher
- School Welfare Officer

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 of the Bachelor of Education in Special and Inclusive Education, candidates should have obtained a minimum of 480 credits. A certificate will be issued to learners who are awarded the qualification.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification compares with the following:

- Bachelor of Inclusive Education and Disability Studies – Australian Catholic University (ACU), Australia.

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- Bachelor of Special and Inclusive Education (Primary) – University of New England (UNE), United Kingdom.
- Bachelor of Education in Special Education – Open University of Tanzania (OUT), Tanzania.

Compared with the proposed, all the qualifications compared with are all pecked at level 7, following specific framework adopted by each country (AQF, FHEQ & TzQF). Despite the minor differences in the titles of the qualifications they are all aimed at capacity building in educational services for people with disabilities and special education needs. The qualifications are focused on developing a thorough grounding in the knowledge, theory and principles of the profession of Special and Inclusive Education. In addition, the qualifications offer similar domains such as industrial Attachment/Practicum/Teaching Practice, Inclusive Education, Communication, and Information Technology. Moreover, the qualifications use formative and summative assessment strategies.

Although the qualifications examined generally follow similar structures and standards, there are notable differences. The proposed and UNE qualifications run for 4 years while the other qualifications run for 3 years. The proposed qualification carries 480 credits while the ACU, UNE and OUT qualifications carry 240, 192 and 360 credits respectively.

All the qualifications essentially have similar routes for education progression and employment pathways. The education progression pathway for all the qualifications together with the proposed is a Master of Education in Inclusive Education or any closely related area of study. Furthermore, all the qualifications have similar employment pathways as they aim to produce practitioners in inclusive practices. The key employment pathways that are common include Inclusive/Special Education Teacher and Special Needs Coordinator.

REVIEW PERIOD

This qualification will be reviewed after 5 years upon registration.

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For Official Use Only:

CODE (ID)	BQA DECISION NO.	REGISTRATION START DATE	REGISTRATION END DATE



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LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	



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