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SECTION A: QUALIFICATION DETAILS

QUALIFICATION DEVELOPER (S)		Pillar of Success Training Institute								
TITLE	Master of Education in Early Childhood Special Education						NCQF LEVEL	9		
FIELD	Education and Training	SUB-FIELD			Early Childhood Special Education		CREDIT VALUE	245		
<i>New Qualification</i>				√	<i>Review of Existing Qualification</i>					
SUB-FRAMEWORK		General Education			TVET			Higher Education		√
QUALIFICATION TYPE	Certificate	I	II	III	IV	V	Diploma	Bachel or		
	Bachelor Honours			Post Graduate Certificate			Post Graduate Diploma			
	Masters				√	Doctorate/ PhD				

RATIONALE AND PURPOSE OF THE QUALIFICATION AND DEVELOPERS

RATIONALE:

Early childhood care and education (ECCE) is more than preparation for primary school. It aims at the holistic development of a child’s social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. ECCE has the possibility to nurture caring, capable and responsible future citizens.

The early years are vital for the growth and development of children. It is during this time that they learn not only basic skills for life, but also develop a love of the learning experience. This makes early childhood a crucial time period that requires teachers to have specialized knowledge and skills.

The Education and Training Sector Strategic Plan (ETSSP, 2015) calls for implementation of ‘key priorities to recognize the importance of expansion of ECE’ and ensuring that ECCE and pre-primary programmes are special needs education ‘(SNE) friendly. The Strategy sets out to achieve training and supply of ECCE teachers and teacher aides in order to ‘expand ECCE opportunities for **all** eligible children for school

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readiness and holistic development.’

Therefore, the rationale for this qualification is that it will equip learners with knowledge and skills to provide early intervention and high-quality services that can change a child’s developmental trajectory and result in later success in school, work, and the community. When children who have developmental disabilities or are at risk for them receive early intervention, they show positive changes in health, language and communication, cognitive development, and social and emotional development. All childcare providers and early childhood educators need to be aware of developmental delays so that each child and family can receive the support they need as early as possible.


The qualification will equip learners to implement child development theories in pre-schools and best mould the juveniles irrespective of the kind of circumstances from which they were nurtured. The qualification also provides the future teachers the managerial skills in pre-school governance and institutional management. This has been identified by the Human Resource Development Council (HRDC) as well as Botswana Human Resource Development Skills Fair (BHRDS Fair and Career Clinics 2018, (Pages 86-91), that Early Childhood Education industry is one of the key sectors that make up Botswana’s future economy.

PURPOSE:

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

- Identify types, causes, characteristics, and prevalence of major categories of special educational needs in young children.
- Explore and address common barriers faced by learners with special educational needs in early childhood education.
- Apply early intervention strategies for supporting learners with special educational needs in early childhood education.
- Manage common developmental and behavioral disorders affecting children in early childhood education.
- Lead and manage early childhood schools effectively.

ENTRY REQUIREMENTS (including access and inclusion)

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Applicants will be required to meet the following qualifications in order to be considered in the admission process for the programme.

- Bachelor`s Degree in Education/Special Education, NCQF Level 7 or related disciplines
- Recognition of Prior Learning (RPL) shall be applied using guidance from institutional RPL Policy to promote access into the qualification.




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SECTION B		QUALIFICATION SPECIFICATION	
GRADUATE OUTCOMES)	PROFILE (LEARNING	ASSESSMENT CRITERIA	
<p>1. Explore and critique theories of inclusion which have influenced policy and practice of early childhood education.</p>		<p>1.1 Critically evaluate a range of theories and policies relating to Special education and early childhood.</p> <p>1.2 Analyse both National and International policies that have influenced the education of children with special educational needs.</p> <p>1.3 Develop an understanding of the historical influences and philosophies that have shaped special education services.</p> <p>1.4 Demonstrate a critical understanding of educational equity, equality and inclusion.</p>	
<p>2. Demonstrate an advanced knowledge and understanding of different types of special educational needs.</p>		<p>2.1 Identify children with special educational needs in preschools before they start formal schooling.</p> <p>2.2 Explore language development and early literacy development in children.</p> <p>2.3 Assess learners with special needs in a classroom</p> <p>2.4 Conduct placement assessments and make recommendation.</p> <p>2.5 Apply early intervention strategies.</p> <p>2.6 Prepare individualised educational programme (IEP) for learners with specific learning disabilities Identify special care needs for the young children.</p> <p>2.7 Explore causes of different learning disabilities in early childhood.</p>	
<p>3. Design differentiated learning and assessment activities that accommodate learners of all abilities.</p>		<p>3.1 Identify environmental and social barriers to learning for young children.</p> <p>3.2 Use appropriate pedagogical methods to make the classroom delivery more effective and interesting.</p> <p>3.3 Plan and deliver lessons that are appropriate for diverse needs of learners.</p> <p>3.4 Construct teaching and learning aids to include all learning styles.</p>	

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	<p>3.5 Identify provisions for children who need special care and attention.</p> <p>3.6 Apply ideas for inclusive education practices in the classroom.</p>
<p>4. Demonstrate understanding and knowledge of the role of the family and the community in supporting young learners with special educational needs.</p>	<p>4.1 Provide counselling to parents.</p> <p>4.2 Educate parents of children with special needs on the cause of disabilities.</p> <p>4.3 Create awareness of inclusion in families and communities.</p> <p>4.4 Elaborate the value of physical fitness in the emotional development of the children.</p>
<p>5. Manage and Lead Early Childhood Schools or Centres and eliminate social and gender variance.</p>	<p>5.1 Promote inclusive pedagogical practices among colleagues who work in the school environment.</p> <p>5.2 Demonstrate understanding of social and gender variance and eliminate discrimination among learners in classrooms and school environment.</p> <p>5.3 Supervise and manage teachers and ensure that they deliver classroom instructions effectively.</p> <p>5.4 Apply policies and legislation applicable to early childhood institutions.</p> <p>5.5 Explain critical issues in early childhood institutions management.</p> <p>5.6 Explore the impact of attitudes on one's ability to implement inclusive education.</p> <p>5.7 Execute managerial functions in line with the school mission, goals and objectives.</p>
<p>6. Utilize ICT to adapt and improve teaching materials to make them more accessible</p>	<p>6.1 Integrate information technology in classroom delivery for children with special needs.</p> <p>6.2 Employ education media technology such as Audio, visual and audio-visual in classroom instruction.</p> <p>6.3 Use specimens in the classroom in order to enhance teaching and make it more interesting to the learners.</p>
<p>7. Create awareness of the benefits of play towards child development.</p>	<p>7.1 Create an inclusive school environment for young learners.</p>

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	<p>7.2 Demonstrate knowledge of the benefits of play towards child development.</p> <p>7.3 Teach appropriate physical skills to the learners.</p>
<p>8. Contribute to scholarship and professional advancement of early childhood special education through applied research and knowledge generation</p>	<p>8.1 Apply skills and techniques to identify and solve problems related to early childhood special education.</p> <p>8.2 Formulate research questions to guide the research study.</p> <p>8.3 Apply appropriate methodologies to design and carry out a research study.</p> <p>8.4 Analyse and interpret findings to make informed propositions and judgements.</p> <p>8.5 Disseminate research findings to different audiences.</p>

SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE:	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [7]	Level [8]	Level [9]	
	Theory, Principles and Practice of Education	7			8
	Child Psychology	7			8
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Identification, Assessment and Placement of Children with Special Needs in Early Childhood			9	20
	Language Development in Early Childhood			9	15
	Curriculum Development and Studies in Disability and Special Education			9	10
	Learning Disabilities in Early Childhood and Educational Consideration.			9	15
	Play and Inquiry in Child Development			9	15
	Teaching Learners with Speech and Language Development in Early			9	15

	Childhood				
	Research Methodology		8		20
	Early Childhood Education Leadership and Management			9	15
	Inclusive Education			9	8
	Early Childhood Mathematics	7			8
	Creative and Expressive Arts in Early Childhood		8		8
	Early Childhood Learning Environments		8		7
	Applied Research (Dissertation)			9	60
ELECTIVE COMPONENT <i>(Choose one)</i>	Vision Impairment			9	10
	Hearing Impairment			9	10
	Learning Disability			9	10
	TOTAL CREDITS				245

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL	
NCQF Level 9	Credit Value - 185
NCQF Level 8	Credit Value - 36
NCQF Level 7	Credit Value - 24
TOTAL CREDITS	245

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

The credit distribution of Fundamental, Core and Electives of the Qualification shall be as follows:

- Fundamental Modules - 16 Credits.
- Core Modules - 159 Credits.
- Elective Modules - 10 Credits
- Research and Thesis - 60 Credits

The Qualification consists of a fundamental, a core and an elective component and a thesis. The total credits for the award of this qualification are 245; all core modules are compulsory, and the learner shall choose two electives. The candidate must complete a minimum of 245 credits and successfully defend the final dissertation to be awarded this qualification.

ASSESSMENT ARRANGEMENTS

Both formative and summative assessment processes will be utilized determine competence continuously and at the end of the qualification.

Formative assessment: 60%

Summative assessment: 40%

Dissertation: Each candidate shall develop a proposal and undertake research to produce a report that is

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reviewed by both the supervisor and an internal moderator following institutional policy and procedures.

MODERATION ARRANGEMENTS

- There shall be provision for both internal and external moderation in accordance with institutional policies aligned with national policies.
- Moderators shall all be registered with BQA.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) and CAT will be implemented in accordance with related national and awarding bodies' RPL and CAT policies and guidelines. Candidates may apply for recognition of prior learning regardless of whether such learning has been gained through formal study, through workplace learning, or through any other formal or informal means.

CREDIT ACCUMULATION AND TRANSFER

The Credit Accumulation and Transfer System (CATS) recognises a student's learning achievements and contributes to further learning even if the student has not achieved a qualification. CAT will be implemented for this qualification in accordance with relevant institutional and national policies as guided by Botswana Qualifications Authority.

To promote access to and lifelong learning, deserving candidates will be granted advanced standing or granted exemptions using applicable CAT policies and procedures. Candidates shall however not be granted exemptions more than 30% of the total credits for the award of this qualification.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

- 1. LEARNING PATHWAYS**
- Vertical Progression**
- PhD - Early Childhood Special Education
 - PhD - Special Education
 - PhD – Early Childhood
 - PhD – Educational Leadership and Management
- Horizontal Progression**
- M.Ed. – Inclusive Education
 - M.Ed. – Educational Leadership and Management

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- M.Ed. – Curriculum Planning and Implementation
 - M.Ed. – Special Education
 - M.Ed. – Early Childhood Education
- 2. Employment Pathways**
- Consultant for designing pre-school teaching aids.
 - Pre-School Teachers
 - Counsellors
 - Childcare officers in pre-schools.
 - Curriculum developers in pre-schools.

QUALIFICATION AWARD AND CERTIFICATION

Candidates meeting prescribed requirements, as espoused under the rules of combination for this qualification, will be awarded the qualification in accordance with standards prescribed for the award of the qualification and applicable procedures as defined in the Institutional Certification and Awards Policy.

Candidates will be awarded a **Master of Education in Early Childhood Special Education** after attaining at least 245 credit value as specified in the rules of combination and credit distribution. This qualification does not have exit awards. Candidates will be awarded a certificate bearing the title of the qualification upon graduation.

REGIONAL AND INTERNATIONAL COMPARABILITY


The Master of Education in Early Childhood Special Education qualification was benchmarked with similar qualifications offered against two institutions in the USA and one in the UK. There were no comparable qualifications found within the region and in Africa, which is testament to the urgent need for this qualification.

Pillar of Success Training Institute compared the Master of Education in Early Childhood Special Education with qualifications offered at the following universities.

- University of Northern Colorado (USA)
- University of Missouri
- University of East London

The content covered, as evidenced by the modules, and the duration of the qualification is easily comparable with other similar qualifications. Notable differences were observed in credits, and this is due to the inherent differences in the qualifications frameworks in these countries.

There are several thematic areas that are covered in all the qualifications with which the proposed qualification was benchmarked against, such as:

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- Language Acquisition and Development
- Research methods
- Play, Inquiry, and Project-based Learning
- Inclusive Education
- Assessment in Early Childhood Special Education
- Learning Environments
- Applied Behaviour Analysis

The key strengths of the proposed qualification are the provisions made in the electives, which allow for speciality and development of competence in visual impairment, hearing impairment and learning disability. The qualification also has some fundamental modules which provide for a smooth transition/articulation into the programme for learners who do not possess a strong foundational knowledge in education. Furthermore, to address local and regional deficiencies in the scholarship, teaching and learning and leadership/management in the discipline of early childhood special education, two core modules have been introduced: Curriculum Development and Studies in Disability and Special Education and Early Childhood Education Leadership and Management.

Notable differences were observed in credits, and this is due to the inherent differences in the qualifications frameworks in these countries. Though not indicated in the matrix, one significant difference with these three qualifications and the proposed one is that they all have an option for a Licenced route, which allows learners to gain licensure upon completion. This is a notable and commendable observation that however, unfortunately does not have relevance locally due to lack of legal requirements for licensing to practice.

REVIEW PERIOD

The Programme shall be reviewed every after 5 Years from the date that it shall be registered and approved by the Authority (BQA).