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SECTION A: QUALIFICATION DETAILS													
QUALIFICATION DEVELOPER (S)		Botswana Society for the Deaf											
TITLE	Certificate V in Botswana Sign Language										NCQF LEVEL	5	
FIELD	Education and Training		SUB-FIELD		Sign Language				CREDIT VALUE	132			
New Qualification							Review of Existing Qualification						
SUB-FRAMEWORK		General Education				TVET		✓		Higher Education			
QUALIFICATION TYPE	Certificate	I	II	III	IV	V	✓	Diplo ma	Bachelo r				
	Bachelor Honours				Post Graduate Certificate						Post Graduate Diploma		
	Masters						Doctorate/ PhD						
RATIONALE AND PURPOSE OF THE QUALIFICATION													
<p>RATIONALE:</p> <p>Botswana is among a few countries in Sub-Saharan countries that continues to invest significantly in education and training. According to NDP 11, the country has consistently invested more than twenty-five percent of the total annual budgets for more than two decades. Despite this major stride, it does highlight some prevalent challenges such as inadequate inclusiveness and skills mismatch.</p> <p>The Education & Training Sector Strategic Plan (ETSSP 2015-20) on access has highlighted that; although Government is committed to increase access to children with special education needs to the education system,</p>													

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schools with special education units are few. This reflects limited resources to meet special education learners' needs. Currently there is one Government Junior Secondary School (JSS) and one Senior Secondary School (SSS) with visual impairment special education unit, two JSS and one SSS with hearing impairment special education unit.

It also underscores the need to 're-conceptualise inclusive education as an effective way to respond to increasing learner diversity and improve equity in the delivery of educational services. The ETSSP further indicates that the goal is to increase the number of schools and institutions that effectively implement the inclusive education policy and have greater access to centres that offer specialist services. It also observed that the Technical and Vocational Education and Training sector has no capacity to fully support the learning of students with disability.

The Ministry of Education and Skills Development (MOESD) Inclusive Education Policy (2011) has stated that, the Ministry of Education and Skills Development takes the lead in developing an inclusive education system but the proper development of such a system relies on high levels of coordination and cooperation with other Ministries, Non-Governmental Organisations (NGOs) and private providers who will be responsible for their own services which form part of the inclusive education system.

Deaf culture is also recognized under the United Nations Convention on the Rights of Persons with Disabilities, which states that, persons with disabilities shall be entitled, on an equal basis with others, to recognition and support their specific cultural and linguistic identity, including sign languages and deaf culture.

Consequently, Botswana Society for the Deaf as a significant partner in providing inclusive education for its deaf constituent including the hearing stakeholders, has therefore found it necessary to develop the qualification on Certificate V in Botswana Sign Language. Sign Language is fundamental for social interaction, personal development and abstract thinking. Lastly, the ability to communicate is a basic human right for every individual and more so for the Deaf community. Sign language has become widely recognised globally and protected in various governmental policies. In Botswana, the status of Sign language has become more important and there has been increased awareness across all levels of society. Quite a significant hearing Batswana are learning Botswana Sign Language to improve relationships between hearing and Deaf communities.

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PURPOSE:


The purpose of this qualification is to equip graduates with broad technical knowledge, cognitive and practical skills, and competences to:


- Demonstrate understanding of the deaf culture and community in Botswana.
- Demonstrate understanding of Botswana Sign Language (BoSL) and its grammatical features.
- Engage in a short and sustained conversation with deaf individuals and groups of deaf people on unfamiliar topic using BoSL.
- Deliberate on an everyday problem and identify a solution(s) using BoSL.
- Conduct interview on a deaf person using BoSL.


ENTRY REQUIREMENTS (including access and inclusion)

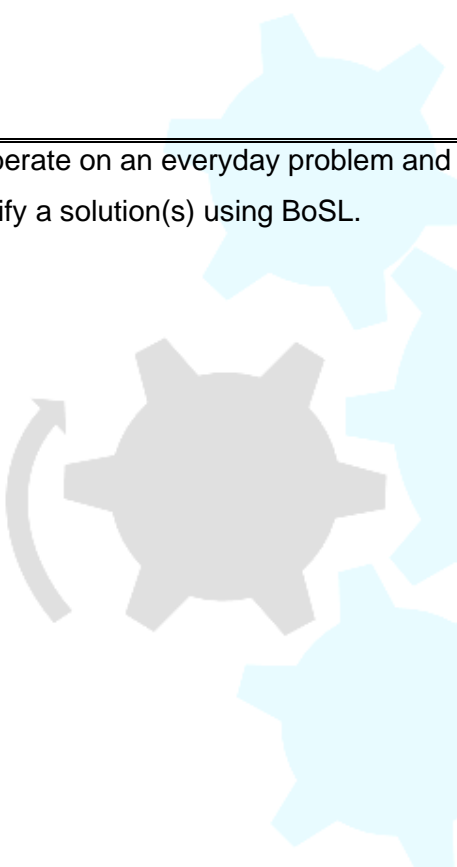
Minimum entry requirement:

- Certificate IV at NCQF level 4 (General Education or TVET) with at least 20 credits at NCQF level 5.
- Applicants who do not meet the above requirements may be considered through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) Policies in line with the national RPL and CAT Policies.

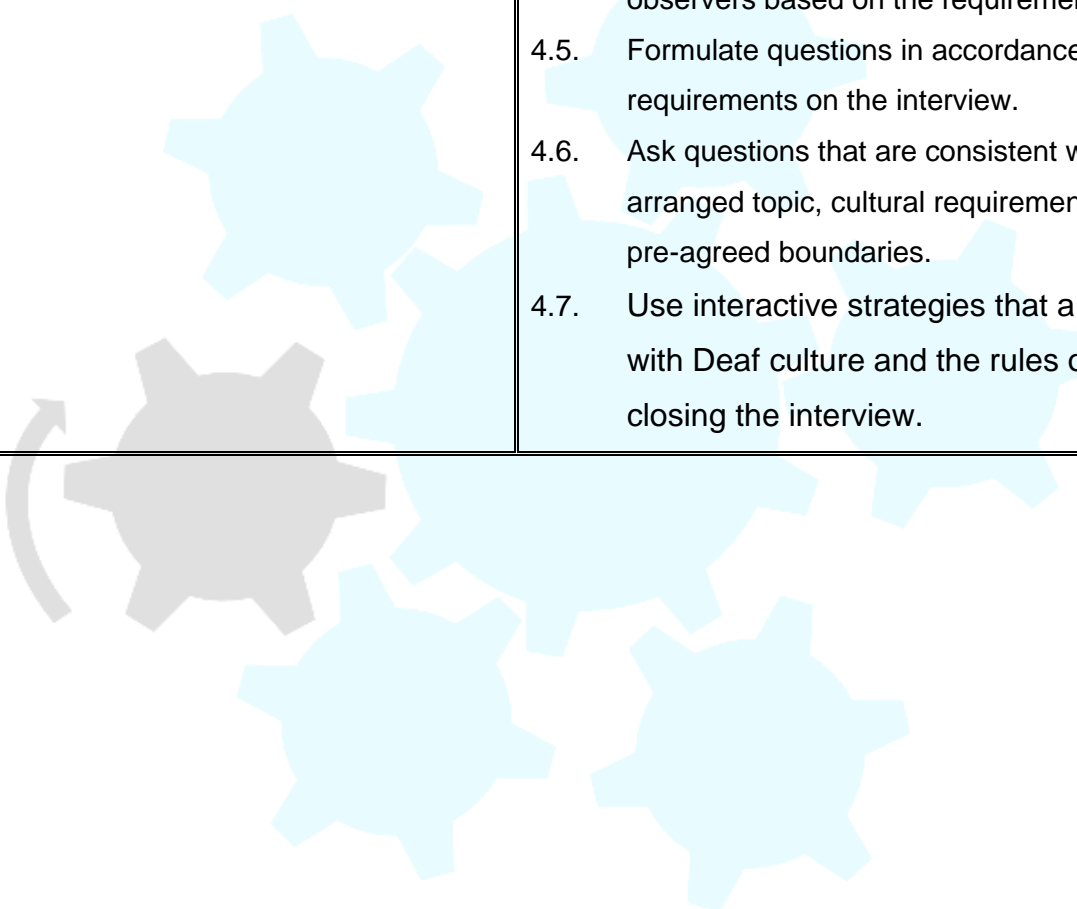
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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>LO 1. Demonstrate broad technical knowledge of Botswana Sign Language (BoSL) and its grammatical features.</p> 	<ol style="list-style-type: none"> 1.1. Show expertise of the five main aspects of Botswana Sign Language (BoSL) signs. 1.2. Use grammatical features and vocabulary that are consistent with rules of BoSL. 1.3. Make eye contact when communicating. 1.4. Use the “signing space” in front of the body when signing. 1.5. co-ordinate visual, spatial, and motor skills using flowing movement. 1.6. Establish live or pre-recorded BoSL.
<p>LO 2. Engage in a short and sustained conversation with deaf individuals and groups of deaf people on unfamiliar topic using BoSL</p>	<ol style="list-style-type: none"> 2.1. Use approaches that are consistent with Deaf culture and the rules of BoSL for opening the conversation. 2.2. Carry out a short and sustained conversation with a deaf person on an unfamiliar topic. 2.3. Request for repetition, clarification, and confirmation of the interpretation of information received is consistent with the requirements of the Deaf culture and the rules of BoSL. 2.4. Provide responses that are consistent with the topic. 2.5. Adhere to rules for taking turns during the conversation when conversing with a group of deaf signers.

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	<p>2.6. Use approaches that are consistent with Deaf culture and the rules of BoSL for closing the conversation when conversing with a group of Deaf signers.</p>
<p>LO 3. Deliberate on an everyday problem and identify a solution(s) using BoSL.</p> 	<p>3.1. Participate in a discussion about an everyday problem using BoSL.</p> <p>3.2. Adhere to the BoSL rules during dialogue.</p> <p>3.3. Request for repetition, clarification, and confirmation of the proposed solution(s) discussed by conforming to the requirements of the Deaf culture and the rules of BoSL.</p> <p>3.4. Give responses and use vocabulary that is consistent with the problem discussed and demonstrate ability to adhere to rules for taking turns during the conversation.</p> <p>3.5. Offer a solution to the problem using BoSL.</p> <p>3.6. Identify the root cause contributing to the problem.</p> <p>3.7. Propose appropriate solution(s) to the problem.</p> <p>3.8. Recommend monitoring and evaluation strategies on the effectiveness of the implementation.</p>
<p>LO 4. Conduct interview with a deaf person using BoSL.</p>	<p>4.1. Interview a deaf person using BoSL for a minimum of five minutes.</p> <p>4.2. Identify cultural norms for the interview to meet the requirements of the interviewee and observers.</p> <p>4.3. Use interactive strategies that are consistent with Deaf culture and the rules of BoSL for opening the interview.</p>

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	<p>4.4. Manage agreement with the interviewee and observers based on the requirements.</p> <p>4.5. Formulate questions in accordance with cultural requirements on the interview.</p> <p>4.6. Ask questions that are consistent with the pre-arranged topic, cultural requirements, and within pre-agreed boundaries.</p> <p>4.7. Use interactive strategies that are consistent with Deaf culture and the rules of BoSL for closing the interview.</p>
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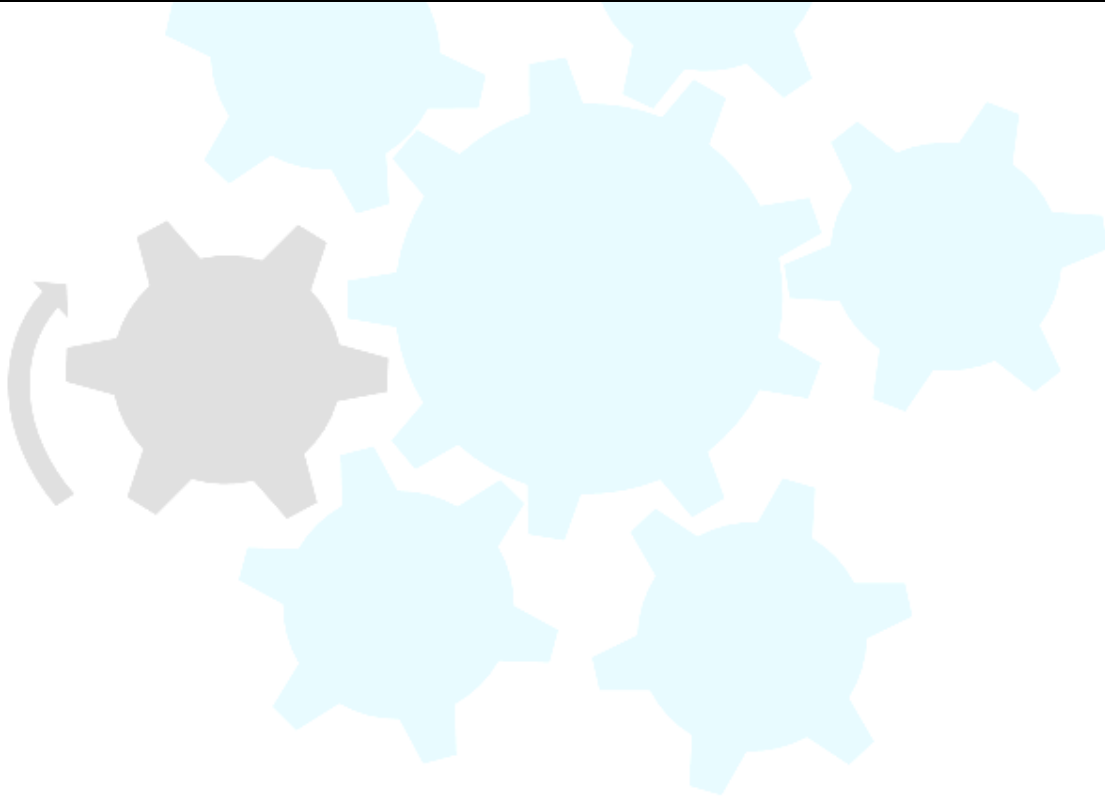
SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [4]	Level [5]	Level [6]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Language and Communication Methods	4			4
	History of Botswana Deaf Community and its characteristics	4			4
	General vocabulary and comprehension	4			4
	Pointing and sweeping movements	4			4
	Communication on routine context (Story telling)	4			4
CORE COMPONENT Subjects/Courses/ Modules/Units	Communication on non-routine context (Dramatization)		8		8
	Selected complex process		10		10
	Selected complex arrangement		10		10


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	ICT resources development		7		7
	Production of personal information for users of BoSL		7		7
	Poetry recitation		8		8
	Sign Language structured sentences (Deaf Way)		6		6
	Emotive, aesthetic and creative aspects of BoSL		8		8
	Business planning		7		7
	Interpreting skills		10		10
	Production of personal information for users of BoSL		6		6
	Paraphrase and summarise signed presentation			5	5
	Conducting interviews			5	5
ELECTIVE/ OPTIONAL COMPONENT	Project		10		10
	<u>Choose any one</u> Sign Language structured sentences		5		5


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Subjects/Courses/ Modules/Units	Production of personal information for users of BoSL		5		5
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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
Level 4	20
Level 5	102
Level 6	10
TOTAL CREDITS	132
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
Minimum total number of credits 132 <ul style="list-style-type: none"> ✓ Minimum total number of credits for Fundamental = 20 ✓ Minimum number of credits for core = 108 ✓ Maximum number of credits for electives = 5 	

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ASSESSMENT ARRANGEMENTS

Formative assessment

Formative assessment or continuous assessment to constitute 60%.

Summative assessment

Summative assessment to constitute 40%.

Overall combined assessment totals 100%.

Assessment shall be carried out by BQA registered and accredited assessors.

MODERATION ARRANGEMENTS

Internal Moderation:

Pre-moderation is done by relevant internal structures. Quality assurance of the assessment instruments is conducted prior to administration.

External Moderation:

There will also be external moderation. Moderators must be BQA registered and accredited.

RECOGNITION OF PRIOR LEARNING

There shall be an award of the qualification using Institutional RPL Policy in line with the National RPL Policy.


CREDIT ACCUMULATION AND TRANSFER

There shall be access and award of credits of the qualification using Institutional Credit Accumulation and Transfer (CAT) Policy in line with the National CAT Policy.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Progression:

Certificate V in Botswana Sign Language on Deaf Culture Studies II.

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Vertical Progression:

Diploma in Botswana Sign Language at NCQF level 6

Employment Pathways:

- Botswana Sign Language interpreters.
- Teachers of Botswana Sign Language.
- Vocational/rehabilitation services staff.
- Ancillary medical/health and counselling personnel.

QUALIFICATION AWARD AND CERTIFICATION

Qualification award:

To graduate from this qualification graduates should have fulfilled all the requirements of the qualification and acquired a total of 128 credits.

Certification:

Upon successful completion of the qualification, a Certificate V in Botswana Sign Language at NCQF level 5 will be awarded as well as an official transcript.

REGIONAL AND INTERNATIONAL COMPARABILITY

Summary of Similarities and Differences Observed:

Generally, the common areas are Deaf culture, the Deaf community, presentation in Sign Language and understanding of a variety of extended Sign Language and giving a clear presentation in Sign Language. The overarching theme is the use of learning outcomes for teaching, learning and assessment to develop the required competencies in terms of knowledge, skills, attitudes, and values. The credits and levels of study are another common thread particularly where NQFs are in place. The fundamental difference is that Botswana Sign Language is on the steep end in terms of credits at 128 as per the NCQF requirements.

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Conclusion:

The comparative analysis at regional and international level, indicates that the Certificate V in Botswana Sign Language awards compares favourably in terms of the requisite competencies. They include engaging in conversations on familiar and unfamiliar topics with deaf individuals and groups of deaf people, informing and explaining about complex arrangements and processes with deaf individuals and groups of deaf people; ability to paraphrase and summarise a signed presentation; conduct an interview with a deaf person and to adhere to the requirements of the Deaf culture and the rules of BoSL have been covered within the qualification. However, it became apparent that there was a gap in the ICT resources development to facilitate teaching and learning after comparing with American Sign Language modules from Gallaudet University and the Institute of British Sign Language on the relay of information from sign language to voice transcription. Consequently, an addition to include ICT resources development was made. The qualification also articulates accordingly in comparison allowing for similar progression. Therefore, the Certificate V in Botswana Sign Language has been found to be adequately comprehensive when compared with the regional and international comparator awards.

REVIEW PERIOD

Every five (5) years.