

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

SECTION A: QUALIFICATION DETAILS													
QUALIFICATION DEVELOPER (S)		UNIVERSITY OF BOTSWANA											
TITLE	Doctor of Philosophy in Special Education										NCQF LEVEL	10	
FIELD	Education and Training		SUB-FIELD		Special Education					CREDIT VALUE	360		
New Qualification					√		Review of Existing 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 <p>The 2030 agenda for Sustainable Developmental outlines a transformative vision for economic, social and environmental development of all including those with disabilities (UN, 2019) The SDG goal 4 specifically emphasize equitable quality education and promote lifelong learning opportunities for all. Obtaining a quality education is the foundation to improving life of individuals with disabilities. The National Development Plan eleven (NDP 11; 2017:118) equally emphasized its effort to include people with disabilities in mainstream society, proposed three initiatives, one of them is the Inclusive Education Policy, that focuses on educating children with special need. To address such initiative, development of appropriate human capital is critical. However, relevance of the graduates' skills to the industry is a great concern (The Education and Training Sector Strategic Plan (ETSSP, 2015-2020: 19; 75). The Doctor of Philosophy in Special Education is designed to address such gaps. It is a competency-based qualification that specifically focuses on research and teaching as well as to equip students to create and transfer knowledge and skills that would enable them to</p>													

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

independently conduct research as well as apply evidenced based practice in their professional activities and provide effective leadership in the special educational sector. Additionally, it is intended to contribute highly skilled workforce needed to drive special and related services. These activities would allow students to advance a carrier in academia and create opportunity to contribute immensely to the knowledge-based economy. These aspirations are embedded in the Framework for a Teacher Education and Professional Development and Professional Development System draft policy paper and in the National Curriculum and Assessment Framework document (NCAF). The pursuit for such skills nurturing in this qualification is consistent with and addresses the need for the continually development of personnel with outcome-based knowledge and skills and who can lead various educational institution.

Purpose

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

- Demonstrate leadership in special education and related services.
- Employ data analysis strategies in special education.
- Conduct independent inquiry in Special Education.
- Lead in the adaptation of new and effective technologies and training of personnel.

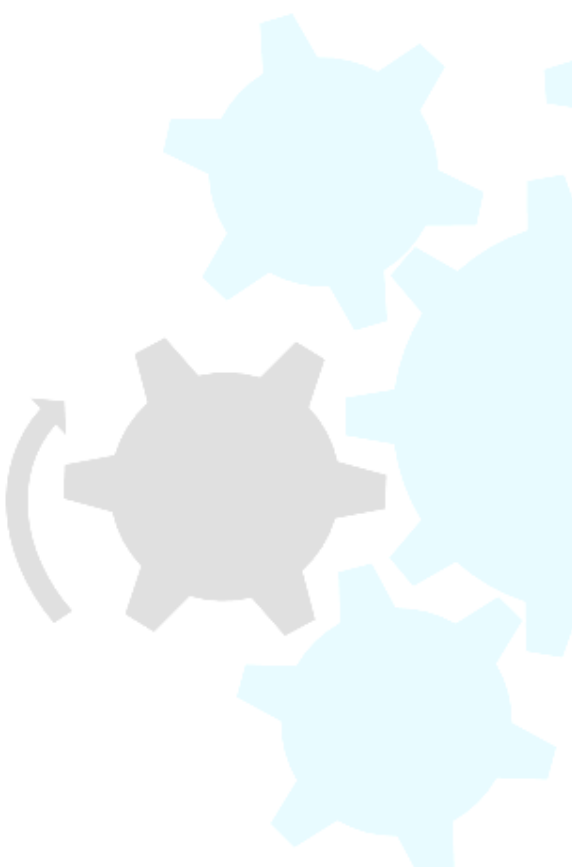
ENTRY REQUIREMENTS (including access and inclusion)

- Master's Degree in Education (**NCQF Level 9**) or equivalent.
- Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) allowable to candidates through Institutional Policies in line with national RPL and CAT policies.

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

SECTION B QUALIFICATION SPECIFICATION		
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA	
LO 1 Demonstrate most advanced knowledge and skills in the special education and related service sector.	AC 1.1 Apply advanced knowledge and skills in special education and related services. AC 1.2 Design and align individual educational plans to the institutional and national policies.	
LO 2 Demonstrate leadership in special education and related services	AC 2.1 Implement institutional policies in line with ministerial and national policies. AC 2.2 Create a conducive environment to promote teamwork in an institution. AC 2.3 Provide effective supervision of teaching and learning for supervisees. AC 2.4 Develop strategies for curriculum adaptation and instructional delivery.	
LO 3: Conduct independent inquiry in Special Education	AC 3.1 Demonstrate advanced knowledge on identifying research problems in special education. AC 3.2 Apply appropriate theoretical and conceptual framework to link the research problem. AC 3.3 Synthesize interdisciplinary discourses in special educational problems. AC 3.4 Apply appropriate research methodology for the research problem.	

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

	<p>AC 3.5 Critically evaluate current research and research techniques and methodologies.</p> <p>AC 3.6 Demonstrate advanced knowledge of literature and comprehensive understanding of methods and techniques applicable own research.</p> <p>AC 3.7 Conduct systematic review of existing literature to identify gaps in the literature.</p> <p>AC 3.8 Write a comprehensive review of literature by synthesizing scientific methods and techniques applicable to their research.</p> <p>AC 3.9 Apply code of Ethical Conduct and other guidelines relevant to special education research.</p> <p>AC 3.10 Conduct research at diverse research settings using various data collection strategies at institution, regional and national level.</p> <p>AC 3.11 Lead a research team.</p>	
	<p>LO 4 Employ data analysis strategies and demonstrate adequate skills in data analysis</p>	<p>AC 4.1 Employ appropriate qualitative and quantitative strategies.</p> <p>AC 4.2 Use data analysis software packages such as SPSS, NVIVO, Atlas.ti.</p> <p>AC 4.3 Interpret results and write research report.</p>

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

LO 5. Apply effective communication skills for data presentation in various forms	AC 5.1 Demonstrate a high level of oral, written, and technological communication skills. AC 5.2 Publish in peer review journal/research report and present at national and international conferences. AC 5.3 Develop research proposal for local and international grant.
LO 6 Lead in the adaptation of new and effective technologies and training of personnel	AC 6.1 Select appropriate assistive technologies for individuals with disabilities. AC 6.2 Develop assistive technology training programmes for teachers and other professions as informed by research and practices. AC 6.3 Develop collaborative partnership to address assistive technology issues locally, regionally and internationally.

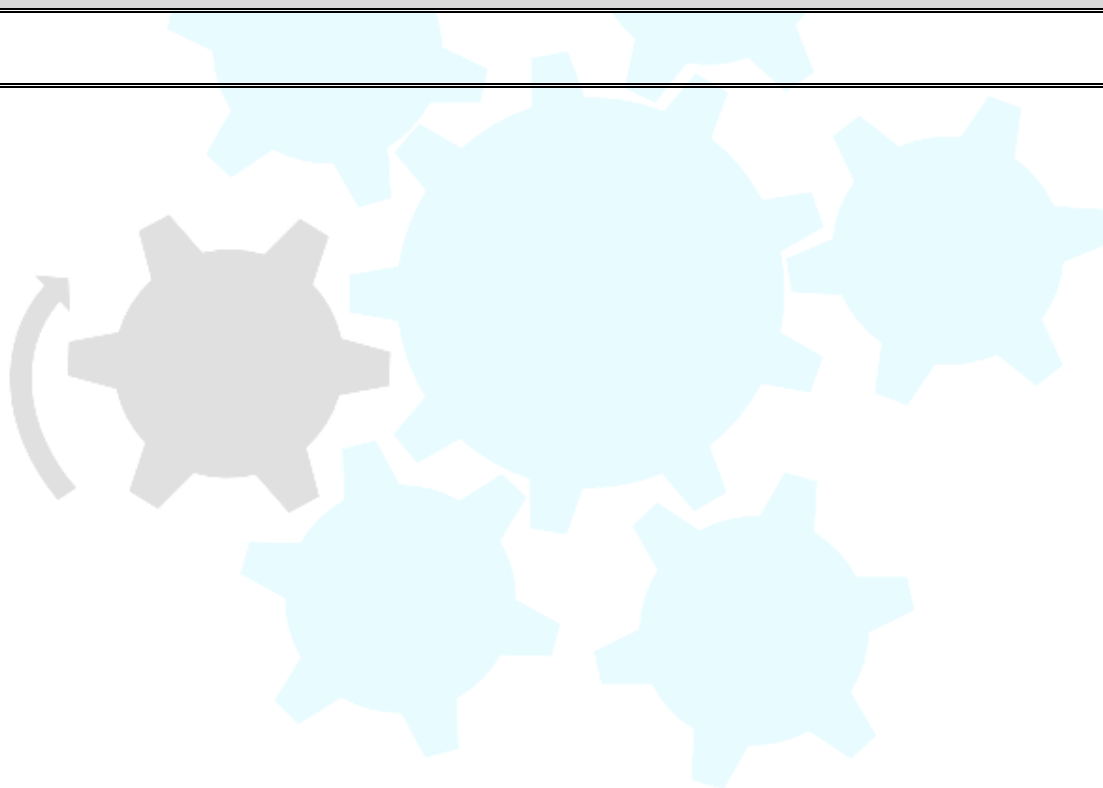
	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [7]	Level [8]	Level [10]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	N/A				
CORE COMPONENT Subjects/ Courses/ Modules/Units	Supervised Research and Thesis in Special Education			10	360
Elective/Optional Component Subjects/ Courses/ Modules/Units	N/A				
	Total				360

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
10	360

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

TOTAL CREDITS	360
Rules of Combination: (Please indicate combinations for the different constituent components of the qualifications)	
N/A	



	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

ASSESSMENT ARRANGEMENTS

Since this is a solely research qualification, all assessments will be done using formative mode only

- Formative assessment with a weighting of 100%
- Assessment will be carried out by Assessor registered and accredited by BQA or any other recognised authority, in accordance with institutional and national policies.

MODERATION ARRANGEMENTS

There will be both Internal and External moderation carried out in accordance with Institutional policies aligned with national policy

Moderation will be carried out by BQA accredited Moderators in accordance with institutional and national policies.

RECOGNITION OF PRIOR LEARNING

There is provision for awards for this qualification through Recognition of Prior Learning system in accordance with Institutional policies aligned with national policies.

CREDIT ACCUMULATION AND TRANSFER

There is provision for awards for this qualification through Credit Accumulation and Transfer and this will be carried out in accordance with Institutional policies and in line with the national Credit Accumulation and Transfer policy

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

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

- Doctor of Philosophy Degree in Inclusive Education
- Doctor of Philosophy Degree in Disability Studies
- Doctor of Philosophy in Alternate and Augmentative Communication
- Doctor of Philosophy in Rehabilitation Counselling

Employment pathways

The list below indicates possible jobs or employment which the holder of this qualification may take up.

- Educational Consultants
- Educational Planners
- Educational Policy Makers
- Curriculum Designers/Developers

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

- Educational Researchers

QUALIFICATION AWARD AND CERTIFICATION

Qualification Award

To be awarded Doctor of Philosophy in Special Education qualification, a candidate is required to achieve a minimum of 360 credits.

Certification

Candidates meeting prescribed requirements will be awarded Doctor of Philosophy in Special Education and will be issued a certificate and an official transcript.

REGIONAL AND INTERNATIONAL COMPARABILITY

UNISA – Doctor of Philosophy in Inclusive Education

UNISA, RSA, offers Doctor of Philosophy in Education in Inclusive Education. An appropriate Master of Education degree in Special Needs Education or related area with an average of 60% is needed to be admitted. Additionally, candidates need to demonstrate research expertise. It's a 360 credit qualification and students must complete the study programme within six years. It requires students to undertake research at the most advanced academic levels culminating in the submission, assessment and acceptance of a thesis. Coursework may be required as preparation or value addition to the research but does not contribute to the credit value of the qualification. The defining characteristic of this qualification focuses on creating high-level research capability and make a significant and original academic contribution at the frontiers of the discipline or field. This work must be of a quality to satisfy peer review and merit publication.

Curry School of Education – University of Virginia -USA- Doctor of Philosophy in Education (Special Education)

Doctor of Philosophy in Education—Special Education qualification focuses on one of two areas, high-incidence disabilities or gifted education. Doctor of Philosophy. qualification requires a relevant master's degree (e.g., special education or closely aligned field), in addition, applicants must also have a minimum of three years' experience teaching students with disabilities. It is 72 credits, at least 54 of which must be

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

coursework. In this qualification, students have the unique opportunity to develop skills needed for success as a teacher educator, researcher, and scholar in the field of education. Along with coursework, this qualification also includes an apprenticeship and practical experiences that prepare you to produce original research contributing to the knowledge base in special education and to teacher education in general. Students work closely with faculty members on their research projects, teach college courses, support professional organizations, and perform other activities and duties that will be important parts of your educational career, no matter where it takes you.

Entrance into Doctor of Philosophy in Education in Special Education requires master's in special education or related field. Students need to have foundation in research. The qualification from USA requires students to sit for comprehensive examinations to test if they have requisite skills in research to conduct research independently. However, this qualification and the one offered by UNISA are purely research based.

Summary of Similarities and Differences observed

This qualification compares well with those from UNISA, Curry School of Education. All these universities' PhD qualifications are similar in that,

- Their final assessment is mainly thesis and oral examination.
- The comprehensive examination
- Candidates are required to take coursework.

The proposed qualification is like that of the University of South Africa in level, credit points and final assessment.

The qualification from USA requires students to sit for comprehensive examinations to test if they have mastered enough skills in the field and competencies in conducting research. The proposed qualification and the one in UNISA do not require neither course work nor comprehensive examinations, they are purely research based.

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

REVIEW PERIOD
Every 5 years

