

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION							SECTION A
QUALIFICATION DEVELOPER		Boitekanelo College					
TITLE		Bachelor of Science in Speech Language Therapy			NCQF LEVEL		7
FIELD		Health and Social Services		SUB-FIELD		Health Sciences	
New qualification		✓	Review of existing Qualification				
SUB-FRAMEWORK		General Education		TVET		Higher Education	
QUALIFICATION TYPE		Certificate		Diploma		Bachelor	
		Bachelor Honours		Master		Doctor	
CREDIT VALUE: 480							
RATIONALE AND PURPOSE OF THE QUALIFICATION							
<p>Speech therapy is a growing profession globally with a high demand worldwide more especially in developing countries. The higher prevalence of risk factors such as but not limited to low birth weight, Down Syndrome, stroke, autism spectrum disorder, learning difficulties, cleft lip and palate, cerebral palsy, foetal alcohol syndrome, HIV/AIDS, low socio-economic status, head trauma, multilingualism and significant bilateral sensory-neural hearing loss are the major causes of communication disability in developing countries (Ainsworth & Filmer, 2002).</p> <p>Scientific research has proven that children infected with HIV/AIDS are at an increased risk of exhibiting cognitive disorders, hearing difficulties; delayed/ disordered speech and basic language development (Davis McFarland, 2000). Therefore, it is important to have an increase in speech therapists to heed the effects of HIV/AIDS on communication development in this vulnerable population as especially that of Botswana at a high HIV/AIDS prevalence of 23%</p> <p>Speech therapists also play an important role in the education setting. Kathard et al. (2011) stated that learners with poor literacy development, and those with communication impairments, have little or no speech language therapy support particularly in developing countries. Evidence has demonstrated that, learning difficulties in children is associated with poor basic language development and high level language development which entails cognitive skills such as memory, problem solving skills, reasoning, figurative language and other executive functions (Paul, 2006).</p> <p>World Health Organization (WHO) (2014) documented that approximately one percent of a population of every country has some form of a disability. This directly implies that Botswana with an estimated population of two</p>							

Additional evidence of demand is shown by the fact that Botswana is a developing country and does not have specialized medical services. Speech-Language Therapy is a specialized medical service, which is growing rapidly around the world and is a service that has its place in several sectors of the economy. Therefore, to develop, promote and contribute to Botswana's need for advancing medical services, the Speech-Language Furthermore, the need for tertiary institutions in Botswana is great, especially those that are able to offer specialised degree programmes. HRDC (2016), listed speech therapists among the top occupations in demand within the allied health discipline in Botswana.

Purpose

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

- Evaluate the techniques and instruments of evaluation and diagnosis in speech therapy, as well as its procedures of intervention.
- Assess patients with communication disorders.
- Produce a prognosis of development for communication and language disorders, from a multidisciplinary perspective.
- Work with people with learning difficulties due to communication disorders in different settings providing literacy intervention to improve their academic performance.

ENTRY REQUIREMENTS (including access and inclusion)

- Certificate IV (NCQF level IV) or its equivalent.
- Recognition of prior learning (RPL) and Credit Accumulation and Transfer (CAT) will be applicable and considered for access to this qualification in accordance with the relevant policies.

QUALIFICATION SPECIFICATION		SECTION B
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA	
1. The learner will be able to; Investigate the primary concerns of the client, with the client/ caregiver`s consent regarding their communication and or swallow function.	1.1 Obtain the client's perceptions and description of their communication and/or swallowing condition via interview and from the client`s medical records. 1.2 Obtain a case history: holistic consideration of the client's medical history, physical, cognitive functioning and environmental factors that may impact on the swallowing or communication condition. 1.3 Establish the impact of the communication and/or swallowing condition in relation to the client and significant others using the ICF model. 1.4 Document the importance of the client or family attributes to the communication and/or swallowing condition and consider it in relation to other life factors. 1.5 Discuss and establish the client's desired outcome in relation to the nature of the communication and/or swallowing condition. 1.6 Discuss the client's communication and/or swallowing condition in a sensitive and empathic manner with the client and the client's significant others using appropriate interview techniques.	
2. Carry out a either standardized or non-standardized assessment of the swallowing and or communication difficulties the client presents with.	2.1 Establish the need for the assessment of the client's communication and/or swallowing with the consent of the client and in relation to the referral. 2.2 Administer the appropriate speech pathology assessment for the communication and/or swallowing condition. 2.3 Integrate information obtained from an assessment	

	<p>interpretation of the data and ultimately an accurate diagnosis.</p> <p>2.4 Note any requirement or potential need for other assessments and/or support for the client and take steps to facilitate their provision e.g. the need for referral to other health practitioners.</p> <p>2.5 Conducts assessment within the ethical guidelines of the profession and all relevant legislation and legal constraints, including medico-legal responsibilities.</p>
3. Analyze and interpret assessment information collected from the family and the relevant speech assessment tools.	<p>3.1 Analyze and interpret speech pathology assessment data.</p> <p>3.2 Identify gaps in information required to understand the client's communication and swallowing issues and seek information to fill those gaps.</p> <p>3.3 Determine the basis for or diagnosis of the communication and/or swallowing condition and determine the possible outcomes.</p> <p>3.4 Report on analysis and interpretation.</p> <p>3.5 Provide feedback on results of interpreted speech therapy assessments to the client and/or significant</p>
4. Develop an individualized evidence-based speech therapy intervention plan for their clients that will help guide them in the successful implementation of the speech therapy intervention.	<p>4.1 Seek reports and other information from relevant professionals (e.g., audiologists, psychologists, neurologists, occupational therapists, doctors etc.) and incorporate these, in terms of their relevance, within planning speech pathology services for the client.</p> <p>4.2 Integrate qualitative and quantitative information about the client and the communication and/or swallowing status with the best available evidence to choose the best possible intervention strategies for the client.</p> <p>4.3 Consider the clients and/or family's priorities and needs when determining the plan for speech pathology intervention, particularly in relation to any</p>

	<p>choose a system in collaboration with the client and/or significant other and the speech therapists or other professionals experienced in providing such systems.</p> <p>4.5 Identify the need for an alternative or supplementary method of feeding and make a collaborative decision about the type of feeding and mealtime management method in consultation with the client and/or their significant other, the relevant medical, allied health and other professional staff, as well as speech pathologists experienced in swallowing disorders.</p> <p>4.6 Determine speech pathology service options for achieving the goals developed in partnership with the client, their family, and where necessary, the service provider.</p> <p>4.7 Consider the service providers' policies, priorities and</p>
<p>5. Implement the speech therapy intervention using the intervention plan developed (in learning outcome 3).</p>	<p>5.1 Establish rapport and facilitate participation in speech therapy intervention.</p> <p>5.2 Implement an evidence-based speech pathology intervention according to the information obtained from speech therapy assessment, interpretation, and planning.</p> <p>5.3 Undertake a continuing evaluation of speech therapy intervention and modify it as necessary.</p> <p>5.4 Document progress and changes in the speech therapy intervention, including outcomes, decisions, and discharge plans.</p> <p>5.5 Identify the scope and nature of speech therapy practice in a range of community and workplace contexts.</p> <p>5.6 Undertake preventative, educational and/or promotional projects or programs on speech therapy and other related topics as part of a team with other professionals.</p>

	<p>5.11 Consult and coordinate with professional groups and services.</p> <p>5.12 Adhere to professionally accepted scientific principles in work practices.</p>
<p>6 Demonstrate lifelong learning and reflective practice as practicing clinicians in their variable work settings.</p>	<p>6.1 Uphold the Speech therapy Code of Ethics and work within all the relevant legislation and legal constraints, including medico-legal responsibilities.</p> <p>6.2 Participate in professional development and continually reflect on practice.</p> <p>6.3 Demonstrate an awareness of formal and informal networks for professional development and support.</p> <p>6.4 Advocate for self, client, and the speech pathology profession.</p> <p>6.5 Collaborate in research initiated and/or supported by others.</p>



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QUALIFICATION STRUCTURE			SECTION C
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	Level	Credits
	Communication and Study Skills	5	9
	Basic Computer Applications	5	12
	Introduction to Biostatistics	6	12
	Research Methods	7	15
	Research Proposal	7	25
	Research Project	7	35
	Health Promotion and Education for Health Professionals	5	9
CORE COMPONENT Subjects / Units / Modules /Courses	Introduction to Speech-Language Therapy	6	9
	Anatomy and physiology for Speech-Language Therapists: Head, Neck and Thorax	7	15
	Linguistics and Phonetics 1	6	15
	Language Development and Impairment	7	15
	Early Communication Assessment & Intervention	7	15
	Linguistics and Phonetics 2	7	12
	Introduction to Psychology	6	12

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	Language Learning & Literacy Disorders	7	15
	Developmental Speech Impairment and Intervention	7	15
	Principles of Assessment and Therapy in Speech-Language Therapy	7	12
	Community Health	5	9
	Botswana Sign Language	6	15
	Professional Skills for Therapy	7	9
	Developmental and Acquired Motor Speech Disorders	7	12
	Argumentative & Alternative Communication	7	12
	Clinical Practice	7	100
	Fluency and Stuttering Across the Lifespan	7	12
	Acquired Adult Neurogenic Language Disorders	7	15
	Voice and Voice Disorders in Children and Adults	7	12
	Feeding and Swallowing Disorders in Adults and Children	7	15
	Clinical seminars in speech therapy	6	9
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Entrepreneurship	5	8
	First Aid and CPR	5	8
	Total credits (including one electives)		480
Rules of combinations, Credit distribution (where applicable):			
<p>Level 5 Credits: 39 Level 6 Credits: 66 Level 7 Credits: 375</p> <p>Total minimum credits: 480</p> <p>FUNDAMENTAL CREDITS:117 CORE CREDITS:355 ELECTIVE CREDITS:8</p>			
ASSESSMENT STRATEGIES, REQUIREMENTS AND WEIGHTINGS			
Contribution of the final marks is 50% formative and 50% summative assessments			

MODERATION ARRANGEMENTS
<p>The following shall apply for both internal and external moderation.</p> <p><i>Internal moderation requirements and External moderation requirements shall be carried out in accordance with BQA requirements.</i></p> <p><i>Professional registration and accreditation</i></p> <p>All assessors and moderators must be registered and accredited with BQA.</p>
RECOGNITION OF PRIOR LEARNING (if applicable)
<p>Recognition of Prior Learning</p> <ul style="list-style-type: none"> • Candidates may submit evidence of prior learning and current competence and/or undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with applicable institution's RPL policies and relevant national- level policy and legislative framework. • Implementation of RLP shall also be consistent with requirements, if any, prescribed for the field. Sub-field of study by relevant national, regional or international professional bodies.
PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)
<p>Horizontal Articulation (related qualifications of similar level that graduates may consider) graduates of this qualification may consider pursuing related qualifications (at this level) such as;</p> <ul style="list-style-type: none"> • BSc disability studies • BSc Special Education • BSc Linguistics and Phonetics • BSc Audiology <p>Vertical Articulation (qualifications to which the holder may progress to) Graduates may progress to higher level qualifications such as:</p> <ul style="list-style-type: none"> • MSc Speech Therapy • MSc Audiology • MSc special Education • MSc disability studies • MSc linguistics and phonetics <p>Employment</p> <p>Upon graduation students will graduate as competent and highly skilled Speech Therapists, who may enter several jobs including:</p>

- Speech Therapist
- Speech Therapy assistant
- Health care practitioners
- Speech language Pathologist
- Developmental Aide
- Occupational Therapist

QUALIFICATION AWARD AND CERTIFICATION

For a student to qualify for the award of Bachelor of Science in Speech Therapy, they must have achieved a minimum of 480 credits according to the rules of combination. Successful candidates will be issued with a certificate indicating the award.

REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification compares with the following:

1. University of KwaZulu- Natal- Bachelor of Speech and Hearing Therapy

The University offers a Bachelor of Speech and Hearing Therapy at level 6 and with 512 credits. The general exit outcomes from this program include but are not limited to that the learner at the end of the program should be able to correctly select, effectively administer and interpret speech-language screening and assessment protocols, relevant for group, institutions, and communities as all levels of health care provision.

2. University of Cape Town (UCT), South Africa-BSc Speech and Language Pathology,

As one of the universities we benchmarked from, similarly, UCT offers most speech therapy courses which our program will be offering. Their program is called Speech and Language Pathology and it is offered at a degree level, level 7 for a duration of 4 years. Each year has two semesters. To complete the program, students must complete and pass all courses scheduled for the degree program. Courses which are similar to our speech therapy program include:

3. University of Pretoria, BA Speech-Language Pathology (01130104)

The university of Pretoria, BA Speech Language Pathology offers this program as of 511 credits for a period of 4 years. Some of the learning outcomes from this program include the ability to Display a sound knowledge of normal and pathological communication and also to plan and realize intervention with the client with a communication disorder or who is at risk for the development of such a disorder.

The course names are termed differently from those in our program but most of the contents of each course are the same.

The Arizona state university offers this program at level y with 120 credits. As an international university it has similar learning programs like that of the regional universities and they identify with the main outcome being the Ability of the learner to diagnose and treat speech, language, hearing and cognitive- communication disorders in children and adults.

Through the benchmarking exercise and intensive research, we can confidently attest that our speech therapy degree program compares well with other similar programs offered regionally and internationally, in relation to course contents, program duration, semester work load, mode of delivery and exit outcomes. However, differences were also noted. Most of the differences were identified in the program structure, course/ module names and some modules offered. For example, what the University of Pretoria refers to as 'Speech-language pathology 120 (SPP 120)', it is called 'Principles of Assessment and Therapy in Speech-Language Therapy' in our program (different course names but similar content and learning outcomes. In addition, our program`s exit outcomes compares well to the degree programs offered by Kwazulu Natal, UP, UCT and ASU.

REVIEW PERIOD

This qualification will be reviewed once every five (5) years.