

## BQA NCQF QUALIFICATION TEMPLATE

| SECTION A: QUALIFICATION DETAILS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                             |   |                                     |   |                                     |    |                      |         |                                     |          |                  |  |
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| <b>QUALIFICATION DEVELOPER (S)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                             |   | Camphill Community Trust            |   |                                     |    |                      |         |                                     |          |                  |  |
| <b>TITLE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Certificate I in Integrated Living and Work |   |                                     |   |                                     |    | <b>NCQF LEVEL</b>    |         |                                     | 1        |                  |  |
| <b>STRANDS (where applicable)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | 1.<br>2.<br>3.<br>4.                        |   |                                     |   |                                     |    |                      |         |                                     |          |                  |  |
| <b>FIELD</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Generic                                     |   | <b>SUB-FIELD</b>                    |   | Personal Development                |    | <b>CREDIT VALUE</b>  |         |                                     | 40       |                  |  |
| New Qualification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                             |   |                                     |   | <input checked="" type="checkbox"/> |    | Legacy Qualification |         |                                     |          |                  |  |
| <b>SUB-FRAMEWORK</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | General Education                           |   |                                     |   | <input type="checkbox"/>            |    | TVET                 |         | <input checked="" type="checkbox"/> |          | Higher Education |  |
| <b>QUALIFICATION TYPE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | Certificate                                 | I | <input checked="" type="checkbox"/> | I | III                                 | IV | V                    | Diploma |                                     | Bachelor |                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | Bachelor Honours                            |   |                                     |   | Post Graduate Certificate           |    |                      |         | Post Graduate Diploma               |          |                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | Masters                                     |   |                                     |   |                                     |    | Doctorate/ PhD       |         |                                     |          |                  |  |
| <b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                             |   |                                     |   |                                     |    |                      |         |                                     |          |                  |  |
| <p>Section 18. (1) of Botswana's Children's act 2009 establishes that: "Every child has a right to free basic education." Section 4 of the 2011 Inclusive Education Policy clarifies this further: "Every child has the right to 10 years of basic education." The Education and Training Sector Strategic Plan of 2015 (ETSSP) further states: "progression is automatic from primary to junior secondary" However, this is currently not happening for children with learning difficulties or intellectual disabilities who have been placed in the primary school special education units. "Learners usually stay in the education units for many years without making any progress". (Mangope et al., 2018). "many children overstay in a primary school setting until adulthood only to later 'graduate' to their homes" (Jonas, 2014). Currently all children enrolled in Junior Secondary School</p> |  |                                             |   |                                     |   |                                     |    |                      |         |                                     |          |                  |  |

(JSS) must follow the Junior certificate (JC) syllabus; and because the JC syllabus is not accessible to most learners with special educational needs, they are currently not allowed to enter JSS.

The ETSSP strategic priority 6: stipulates that the National Credit and Qualification Framework (NCQF) “will allow students to enter different and multiple pathways catering to students with diverse educational and training backgrounds” (ETSSP, 2015 P 49.). The General Education Credit and Assessment Framework (GECAF, 2023) builds on these statutory and policy justifications by establishing a framework that enables an alternative learning pathway to the junior Certificate route for learners with special educational needs. This alternative learning pathway allows children with special learning needs to automatically progress from primary to Junior secondary school level where they can then follow an alternative and more accessible curriculum to the Junior certificate curriculum and leading to in an alternative qualification (provisionally) called Certificate I in Integrated Living and Work.

A needs assessment was conducted with focus groups including the industry, government, trainers, learners and parents to find out whether there is a need for the Certificate 1 in Integrated Living and Work.

There was consensus that the qualification is both relevant and needed as it can provide learners with competencies necessary not only for employment but for independent living.

### **PURPOSE: (itemise exit level outcome)**

The purpose of this qualification is to equip graduates with elementary skills, knowledge and capabilities to be able to:

1. Communicate appropriately and effectively in the workplace, community and at home in ways that are relevant to particular contexts.
2. Participate in a range of supervised, simple and familiar tasks in the workplace, community and home to achieve sustainable livelihoods.
3. Establish and maintain relationships that contribute towards a sustainable experience for oneself and others' wellbeing in the workplace, community and home.
4. Participate in the exploration, development and maintenance of self-management, lifelong learning and resilience strategies for personal development.

### **MINIMUM ENTRY REQUIREMENTS (including access and inclusion)**

- Anyone aged 14 and above

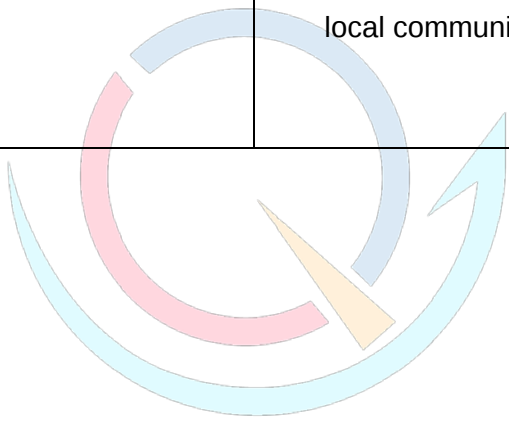
| <b>SECTION B</b>                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>QUALIFICATION SPECIFICATION</b>                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>                                                                                            | <b>ASSESSMENT CRITERIA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 1. Interact with people in the home, community and workplace using simple communication that relates to completing familiar activities | <p>1.1 Communicate effectively verbally or using another agreed communication system like sign language or Picture Exchange Communication System, PECS in situations that involve simple and familiar activities.</p> <p>1.2 Read simple texts, signage, and instructions.</p> <p>1.3 Use a cell phone to call and send a simple text.</p> <p>1.4 Write a simple text with support.</p> <p>1.5 Use digital devices to communicate and interact in the home, community and workplace (e.g. using social media, using a search engine to do simple searches etc.).</p> <p>1.6 Read, interpret and follow signage and safety regulations in simple, familiar and highly structured contexts.</p> |
| 2.                                                                                                                                     | 2.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3. Participate in a range of supervised, simple and familiar tasks, in the workplace, community and home to                            | 2.2 Complete activities that require elementary knowledge, skills and competencies and may require use of simple tools (e.g. cleaning a room,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <p>achieve safe and sustainable livelihoods.</p>                                                                                   | <p>caring for a child, preparing a meal, maintaining a plot, using a digital device etc.).</p> <p>2.3 Work as part of a team in a highly structured and supervised context to complete tasks.</p> <p>2.4 Appropriately interact with different people in a team to show simple understanding and appreciation of their roles in the team.</p> <p>2.4 Undertake simple activities to maintain health, wellness and hygiene requirements for self and others in a range of familiar settings (e.g. personal grooming, exercising etc.).</p> <p>2.5 Respond to fire alarms in line with set standards.</p> <p>2.6 Keep the environment tidy and safe from hazards.</p> |
| <p>4. Establish and maintain relationships that contribute towards a sustainable experience for oneself and other's wellbeing.</p> | <p>3.1 Share personal feelings with others to show emotional wellbeing.</p> <p>3.2 Identify the benefits of different relationships in social health and wellbeing.</p> <p>3.4 Show knowledge of sexual health and wellbeing.</p> <p>3.5 Describe factors that impact on personal identity including previous life experiences and consider how they will expand the awareness of self.</p>                                                                                                                                                                                                                                                                         |
| <p>4. Develop and maintain self-management and resilience strategies to organise personal life.</p>                                | <p>4.1 Reflect and identify one's own strengths and interests and explore opportunities for personal growth</p> <p>4.2 Develop and maintain a personal progression plan under supervision in a structured context.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|  | <p>4.3 Know basic human rights for self-empowerment.</p> <p>4.4 Access support services in the local community according to one's needs.</p> <p>4.4 Recognise signs of abuse to protect self and others.</p> <p>4.5 Develop a simple budget for personal use to manage own money.</p> <p>4.6 Identify and take part in leisure activities in the local community.</p> |
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| SECTION C                                                               |                                  | QUALIFICATION STRUCTURE         |           |           |               |
|-------------------------------------------------------------------------|----------------------------------|---------------------------------|-----------|-----------|---------------|
| COMPONENT                                                               | TITLE                            | Credits Per Relevant NCQF Level |           |           | Total Credits |
|                                                                         |                                  | Level [3]                       | Level [2] | Level [1] |               |
|                                                                         |                                  |                                 |           |           |               |
| <b>FUNDAMENTAL COMPONENT</b><br><i>Subjects/ Courses/ Modules/Units</i> | Basic Communication Skills       |                                 |           | 1         | 2             |
|                                                                         | Personal and Social Development  |                                 |           | 1         | 10            |
| <b>CORE COMPONENT</b><br><i>Subjects/Courses/ Modules/Units</i>         | Literacy Communication Skills    |                                 |           | 1         | 6             |
|                                                                         | Technology & Numeracy            |                                 |           | 1         | 8             |
| STRANDS/ SPECIALIZATION                                                 | Subjects/ Courses/ Modules/Units | Credits Per Relevant NCQF Level |           |           | Total Credits |
|                                                                         |                                  | Level [ ]                       | Level [ ] | Level [ ] |               |
| 1.                                                                      | N/A                              |                                 |           |           |               |
| 2.                                                                      |                                  |                                 |           |           |               |
|                                                                         |                                  |                                 |           |           |               |
| <b>Electives</b><br><b>( Choose one)</b>                                | Horticulture                     | 14                              |           | 1         | 14            |
|                                                                         | Wholesale Retail and Packaging   | 14                              |           | 1         | 14            |
|                                                                         | Catering and Hospitality         | 14                              |           | 1         | 14            |

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### SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

#### TOTAL CREDITS PER NCQF LEVEL

| NCQF Level           | Credit Value |
|----------------------|--------------|
| 1                    | 40           |
|                      |              |
|                      |              |
| <b>TOTAL CREDITS</b> | <b>40</b>    |

#### Rules of Combination:

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

The rules of combination for this qualification are defined below and cover the minimum and maximum credit values required to be accumulated, along with details of any mandatory units.

| COMPONENT              | LEVEL 1    | TOTAL             |
|------------------------|------------|-------------------|
| Fundamental            | 12 Credits | 12 Credits        |
| Core                   | 14 Credits | 14 Credits        |
| Electives              | 14 Credits | 14 Credits        |
| Strands/Specialisation | 0 Credits  | 0 Credits         |
| <b>TOTAL</b>           |            | <b>40 Credits</b> |

**TOTAL MINIMUM OF 40 CREDITS**

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### **ASSESSMENT ARRANGEMENTS**

Assessment will be conducted by assessors who are registered with Botswana Qualifications Authority.

Formative assessment will constitute 100% contribution towards the qualification credits.

### **MODERATION ARRANGEMENTS**

Both internal and external moderation will be carried out for the quality assurance of assessments. All moderators used to moderate assessments should be registered with Botswana Qualifications Authority.

### **RECOGNITION OF PRIOR LEARNING**

There shall be provision for award of credits towards the qualification through Recognition of Prior Learning, RPL, in accordance with institutional and national policies on RPL.

### **CREDIT ACCUMULATION AND TRANSFER**

Candidates may submit evidence of credits accumulated in related learning units in order to be exempted from taking the learning units in the qualification they are applying for, in accordance with institutional and national policies on Credit Accumulation and Transfer.

### **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

Horizontal (qualifications to which this qualification are equivalent)

Learners can pursue any available related qualification at NCQF Level 1.

Vertical (qualifications to which the holder may progress to)

- NCQF Certificate II in Landscaping
- NCQF Certificate II in Hospitality Operations

Employment Pathways

- Grounds person Assistant
- Gardener
- Retail Assistant

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- Housekeeper
- Kitchen hand

### QUALIFICATION AWARD AND CERTIFICATION

The Certificate I in Integrated Living and Work is awarded upon successful attainment of a minimum of 40 credits.

Certification

A certificate and Transcript will be awarded upon successful completion of the qualification.

### SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

There have not been any local or regional qualifications which have been observed. The proposed qualification which is intended for learners in foundation, supported or residential learning environments or where a mainstream curriculum would not meet their needs or offer opportunities for sustained livelihood has a similar purpose to qualifications offered in New Zealand (Unitec Institute of Technology) and Northern Ireland (Ruskin Mill College).

#### Similarities

There has not been any similar qualification which has been observed regionally.

Internationally, the proposed Certificate 1 in Integrated Living and Work qualification, which is intended for learners which the mainstream curriculum could not meet their needs or offer opportunities for sustained livelihood, has a similar purpose to qualifications offered in New Zealand (Unitec Institute of Technology) and Northern Ireland (Ruskin Mill College).

#### Similarities

**Titles:** The title for the qualification being developed is Certificate 1 in Integrated living and work, this title is similar to New Zealand Certificate in Skills for Living and Working and Ruskin Mill College Northern Ireland Level 1 Certificate in Skills for Living and Work. The use of "Integrated " in the proposed qualification is a recognition of the interconnectedness of life and work, an approach to blend the two in a way that helps graduates live more prosperous and fulfilling lives.

**Content and Context:** in terms of the content and context the three qualifications for New Zealand Certificate in Skills for Living and Work, Ruskin Mill College Northern Ireland Level 1 Certificate in Skills for Living and Work and Certificate 1 in Integrated Living and Work all recognise learning development and performance achievement for structured basic tasks under minimal supervision.

**Modules:** The proposed qualification offers core modules like Communication, Technology and Numeracy and Literacy Communication, and also covers health and wellbeing, which are also offered at Ruskin Mill College, Northern Ireland AIM Qualifications and Level 1 Certificate in Skills for Living and Work and New Zealand Certificate in Skills for living and working.

**Assessment:** All the three qualifications use competency-based assessment strategies and weightings to award credits for performance achievement of the modules.

### Differences

**Credits:** The total credits for the three certificates are different, New Zealand Certificate in Skills for living and working (NZQF Level 1, 75 credits), Ruskin Mill College, Northern Ireland Australian Institute of Management Qualifications Level 1 Certificate in Skills for Living and Work, 15 credits, 150 Guided Learning Hours while the proposed Certificate I in Integrated Living and Work, (NCQF level 1) carries a minimum of 40 credits. The New Zealand qualification has additional modules like Planning for Work, Responsible Citizenship, and Work Based Learning which account for 33 credits. The Ruskin Mill College offers additional modules such as Arts and Photography Skills, Craft skills, English Skills, Food and Drink Skills, Land and Environment Skills and Maths Skills, hence more credits as compared to the proposed qualification.

**Duration:** Certificate I in Integrated Living and Work duration for learning which is four years varies with New Zealand Certificate in Skills for Living and Working which is two years full time and four years part-time study. The duration of the two qualifications may be attributed to the differences in the entry requirements. Even though both qualifications target mainly disabled learners, for learners to be enrolled into the New Zealand qualification, they have to provide sufficient evidence of aptitude or appropriate work or other life experience that would indicate a successful outcome in the qualification, unlike with the proposed qualification which does not require any aptitude evidence for accessibility to all, despite educational background and level of disability. The longer duration of the

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proposed qualification caters for the diversity of learners that are enrolled into it. The duration also provides for internal and external workplace attachment which will last for a year.

The duration of Level 1 Certificate in Skills for Living and Work offered by Ruskin Mill College, Northern Ireland has not been provided.

### Articulation

The proposed qualifications compare well with the examined qualifications in Northern Ireland Level 1 Certificate in Skills for Living and Work and New Zealand Certificate in Skills for living and working as they offer training to learners in foundation, supported or residential learning environments or where a mainstream curriculum would not meet their needs or offer opportunities for sustained livelihood.

They all use competency-based assessment strategies and weightings to award credits for performance achievement of the modules.

All the three qualifications compared offer opportunity for employment and further studies either at the same level or a level above. The qualifications also offer similar employment pathways.

### REVIEW PERIOD

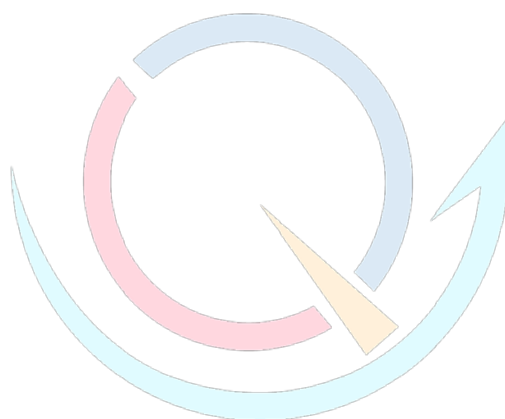
The qualification will be reviewed after every 5 years

### For Official Use Only:

| CODE (ID)               |                  |                           |                       |
|-------------------------|------------------|---------------------------|-----------------------|
| REGISTRATION STATUS     | BQA DECISION NO. | REGISTRATION START DATE   | REGISTRATION END DATE |
|                         |                  |                           |                       |
| LAST DATE FOR ENROLMENT |                  | LAST DATE FOR ACHIEVEMENT |                       |
|                         |                  |                           |                       |
| REVISION DATE:          |                  | NAME OF PROFESSIONAL      |                       |

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|  |  |                       |  |
|--|--|-----------------------|--|
|  |  | BODIES/REGULATOR<br>Y |  |
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