

## BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS													
<b>QUALIFICATION DEVELOPER (S)</b>			BA ISAGO University										
<b>TITLE</b>		Master of Education (Special Needs and Inclusive Education)						<b>NCQF LEVEL</b>		9			
<b>STRANDS (where applicable)</b>		N/A											
<b>FIELD</b>		Education and Training		<b>SUB-FIELD</b>		Education		<b>CREDIT VALUE</b>		240			
New Qualification				✓		Legacy Qualification							
<b>SUB-FRAMEWORK</b>		General Education				TVET				Higher Education		✓	
<b>QUALIFICATION TYPE</b>		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><b>RATIONALE:</b></p> <p>Worldwide, the provision of education that is commensurate to the needs of all learners is one of the fundamental creeds of today's education system. Given this, Mukhopadhyay, Nenty &amp; Abosi (2011) affirm that Botswana has taken notable strides to accommodate vulnerable groups that include but are not limited to, the disabled, economically disadvantaged, culturally disadvantaged and victims of any form of abuse to general education. Otukile–Mongwaketse (2011) concurs that the Government of Botswana is committed to providing education to all learners through various statutes, policies and strategies. Given this, the Revised National Policy of <i>Education</i> (1994) provides a roadmap for the implementation of education in various educational settings. Despite such efforts, there is a significant lack of Special needs and inclusive education practitioners at the tertiary education level. This was</p>													

confirmed by the results of the situational analysis on special educational needs provisions in institutions of higher learning (Government of Botswana, 2023). To further expose this gap, the consolidated list of priority skills for 2016 and 2023/2024 compiled by the Human Resource Development Council of Botswana (HRDC) includes Special needs and Inclusive Education practitioners. It is quite prudent to highlight that this skills gap was highlighted in 2016 and has not yet been adequately addressed hence its inclusion again in the Priority skills list for 2023/2024.

Given the prevailing situation, the proposed Master of Education (Special Needs and Inclusive Education) would enable the development of human capital that is skilled to meet the labour market requirements in the field of Special needs and Inclusive education. Such persons would be able to conduct detailed assessment procedures for learners with complicated conditions like multiple disabilities, develop and modify the curriculum to suit the needs of all learners and employ digital teaching and learning strategies in content delivery. This innovation aligns with goal 4 of the 2030 Agenda for Sustainable Development which propounds that success in educating learners with diverse needs depends on the availability of an educational workforce (United Nations, 2015). Additionally, training more relevant and skilled personnel in this field resonates with the Botswana Education & Training Sector Strategic Plan (ETSSP) 2015-2020 which primarily focuses on strengthening the match between qualifications and labour market requirements, thereby ensuring that education outputs are more closely aligned to future employment needs. With this, the proposed qualification will offer modules that respond to current, dynamic trends both in the education system and the community at large.

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

- Formulate, implement, monitor, and review relevant policies for Special Needs and Inclusive Education.
- Conduct extensive research on the needs of learners with special needs in the current education system.
- Design and implement relevant curriculum and intervention programs for specific groups of learners with special needs and enhance the inclusion of learners with special needs in mainstream education.
- Employ assistive technology digital teaching and learning strategies in delivering academic content to learners with special needs.

## BQA NCQF QUALIFICATION TEMPLATE

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

- Bachelor's Degree (NCQF Level 7) or equivalent in Special Needs and Inclusive Education, Counselling, Early Childhood Development, General Education or any other related field.
- Candidates who do not meet the minimum academic qualifications stated above will be considered through the Recognition of Prior Learning (RPL) process which shall be administered according to the National RPL Policy. There will also be a provision for Credit Accumulation Transfer to the learner in case they transfer in from another institution as per National Policy on CAT.

*(Note: Please use Arial 11 font for completing the template)*

### SECTION B

### QUALIFICATION SPECIFICATION

#### GRADUATE PROFILE (LEARNING OUTCOMES)

1. Make informed decisions on the formulation of relevant policies and ethical standards based on emerging issues in special needs and inclusive education practice.

#### ASSESSMENT CRITERIA

- 1.1 Analyse the effectiveness and adequacy of existing policies and laws that relate to special needs and inclusive education.
- 1.2 Benchmark on best international practices and legislative protocols used to create diverse and inclusive learning environments.
- 1.3 Engage with policymakers and other key stakeholders to support the development of evidence-based laws and policies for advancing special needs and inclusive education practice.
- 1.4 Propose new policies and laws to facilitate the formulation of more effective strategies to address the needs of people with exceptionalities.
- 1.5 Monitor and evaluate the implementation of policies for special needs and inclusive education

## BQA NCQF QUALIFICATION TEMPLATE

<p>2. Design a curriculum for learners with diverse needs to enhance student well-being and increase positive learning outcomes.</p>	<p>2.1 Conduct needs assessment for designing curriculum for learners with special needs.</p> <p>2.2 Liaise with relevant stakeholders on considerations to be made when designing a curriculum for learners with special needs.</p> <p>2.3 Apply curriculum development evidence-based approaches to strengthen inclusion of learners with diverse abilities.</p> <p>2.4 Engage in consultative processes involved in addressing and implementing support for diverse learning needs in the classroom.</p> <p>2.5 Monitor the implementation of curriculum content, learning process and learning materials to support learners and meet their diverse needs.</p>
<p>3. Demonstrate specialist knowledge and skills in assessing learners with learning difficulties and disabilities in inclusive classrooms and schools.</p>	<p>3.1 Organize multi-disciplinary teams for the assessment of learners with special needs.</p> <p>3.2 Design relevant assessment instruments for some learners with special needs.</p> <p>3.3 Draw assessment plans for conducting assessment procedures.</p> <p>3.4 Interpret results of assessment results and make recommendations based on the assessment</p>
<p>4. Apply advanced pedagogic expertise in designing and evaluating programs, technologies and resources for a diverse range of learners in special needs and inclusive education classroom settings.</p>	<p>4.1 Draw Individualized Education Plans (IEP) for different groups of learners with special needs.</p> <p>4.2 Employ digital teaching and learning strategies or technology-enhanced learning to meet the needs of learners with special needs.</p> <p>4.3 Design intervention programmes for specific groups of learners with special needs.</p>

## BQA NCQF QUALIFICATION TEMPLATE

	<p>4.4 Implement intervention programs and teaching instruction/techniques to educate learners with special needs.</p> <p>4.5 Implement appropriate assistive and adaptive technologies to support learning and participation in contemporary school settings to meet the needs of diverse learners.</p>
<p>5. Coordinate collaborative partnerships with relevant stakeholders, to advocate for improved inclusive practices and services that cater for individuals with exceptionalities and their families.</p>	<p>5.1 Provide leadership in the development of community and national projects aimed at assisting students with diverse abilities.</p> <p>5.2 Propose comprehensive school and community-based programmes targeting people with exceptionalities to enhance their capacity to develop social, emotional, and behavioural skills.</p> <p>5.3 Advocate for equitable allocation of appropriate resources for the implementation of special needs and inclusive education projects.</p> <p>5.4 Develop strategies to lead and sustain inclusive practices in school systems and communities.</p> <p>5.5 Coordinate staff development programs for personnel working with students who have diverse abilities.</p> <p>5.6 Monitor the impact of projects in safeguarding the rights of individuals with exceptionalities and their families.</p>
<p>6. Conduct specialized research and inquiry to solve complex and contemporary issues in special needs and inclusive education settings.</p>	<p>6.1 Analyse existing data and reports to determine complex societal challenges regarding the inclusivity of people with special needs.</p> <p>6.2 Apply advanced methods of data collection to gather information on the education of learners</p>

## BQA NCQF QUALIFICATION TEMPLATE

	<p>with special needs within national and international contexts.</p> <p>6.3 Prepare and disseminate reports on problems affecting diverse populations at local, national and global levels.</p> <p>6.4 Recommend evidence-based interventions and solutions that reflect new knowledge to address the needs of people with diverse needs.</p> <p>6.5 Propose policy and legislation reforms to address contemporary issues in special needs and inclusive education.</p>
--	---

*Note: Please use Arial 11 font for completing the template)*

**BOTSWANA**  
Qualifications Authority

### SECTION C

### QUALIFICATION STRUCTURE

## BQA NCQF QUALIFICATION TEMPLATE

COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [ ]	Level [ ]	Level [9]	
<b>FUNDAMENTAL COMPONENT</b> Subjects/ Courses/ Modules/Units	International Perspectives on Special Needs and Inclusive Education			9	10
	Policy Development, Ethical and Legal Practices in Special Needs and Inclusive Education			9	10
	Educational Research			9	20
<b>CORE COMPONENT</b> Subjects/Courses/ Modules/Units	Curriculum Development and Modification for learners with special needs			9	15
	Assessment of Learners with Special Needs			9	15
	Counselling in Inclusive Education Settings			9	12
	Teaching Instruction in Special Needs and Inclusive Education			9	12
	Advanced Technology in Special Needs and Inclusive Education			9	15
	Inclusive Education for Learners with			9	12

## BQA NCQF QUALIFICATION TEMPLATE

	Sensory Impairments.				
	Inclusive Education for Learners with Learning and Behavioural Problems			9	12
	Inclusive Education for learners with physical and health impairments			9	12
	Monitoring and evaluation frameworks on Special Needs and Inclusive Education			9	15
	Dissertation			9	80
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level [ ]	Level [ ]	Level [ ]	
1.	N/A				
2.					
Electives	None				



## BQA NCQF QUALIFICATION TEMPLATE

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

#### TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
Level 9	240
<b>TOTAL CREDITS</b>	<b>240</b>

#### Rules of Combination:

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

The credit distribution is made up of 40 credits from the fundamental component and 200 credits from the core component.

*(Note: Please use Arial 11 font for completing the template)*

**BOTSWANA**  
Qualifications Authority

### **ASSESSMENT ARRANGEMENTS**

All assessments which are leading to the award of the qualification should be based on learning outcomes and associated assessment criteria. Assessment will be conducted by Assessors who have been registered with Botswana Qualifications Authority (BQA). The assessments will be as follows:

**i. Formative Assessment**

The weighting of formative assessment is 60 % of the final assessment mark.

**ii. Summative Assessment**

The weighting of the summative assessment is 40 % of the final assessment mark.

### **MODERATION ARRANGEMENTS**

There will be provision for internal and external moderation, conducted by Moderators registered with Botswana Qualifications Authority (BQA).

### **RECOGNITION OF PRIOR LEARNING**

Recognition of Prior Learning (RPL) will be applicable for consideration for award in this qualification.

### **CREDIT ACCUMULATION AND TRANSFER**

Credit Accumulation Transfer (CAT) will be applicable for consideration for award in this qualification.

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

#### **Learning Pathways**

##### **Horizontal Articulation:**

- Master of Education in Counselling
- Master of Education in Educational Psychology
- Master of Education in Psycholinguistics

##### **Vertical Articulation**

- Doctor of Philosophy in Inclusive Education
- Doctor of Philosophy in Special Needs Education
- Doctor of Philosophy in Special and Inclusive Education

- Doctor of Philosophy in Educational Psychology
- Doctor of Philosophy in Counselling

### **Employment Pathways**

- Special and Inclusive Education Lecturer/Teacher
- Special Education Resource Teacher
- Special Needs Programme Coordinator
- Education Policy Adviser
- Education Support Officer
- Special Education and Inclusion Specialist

### **QUALIFICATION AWARD AND CERTIFICATION**

Candidates meeting the prescribed requirements will be awarded the qualification by the qualification composition rules and applicable policies. To be eligible for the award of the Master of Education (Special Needs and Inclusive Education), candidates should have obtained a minimum of 240 credits. A certificate will be issued to learners who are awarded the qualification.

### **SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY**

This qualification was benchmarked with the following:

- 1. Master of Education in Inclusive Education – University of South Africa (South Africa)**
  - This qualification is pitched at NQF level 9 and carries a total of 180 credits. The qualification is structured to cover four (4) coursework modules, a research proposal module and a mini dissertation. The qualification runs for a period of 2 to three years and has a provision for full-time and part-time studies.
- 2. Master of Special and Inclusive Education, University of Newcastle; Australia-** The qualification offers educators and other professionals working in inclusive education or disability sectors, an opportunity to develop specialized skills and advanced knowledge to support children and adolescents with additional needs, as well as teach and support students in special or inclusive settings. This qualification offers opportunities for full-time studies, which takes 1 year and part-time studies, for a maximum of 4 years. The Master of Special and Inclusive Education is an 80-unit, AQF Level 9 Masters Coursework qualification. The structure of the Master of Special and Inclusive Education provides four specialization

pathways including General Special Education, Early Childhood, Emotional Disturbance and Death Studies.

- 3. Master of Education (Special and Inclusive Education), University of Notre Dame; Australia-** The Master of Education (Special and Inclusive Education) is designed to meet the needs of professional teachers by equipping them with advanced skills to provide rich learning experiences for children with learning difficulties and giftedness in an inclusive classroom. The qualification consists of two compulsory courses and five specialist courses such as Teaching Students with Autism Spectrum Disorders, Instruction Strategies for Learning Difficulties, Action Research in Education and Behaviour Management and Social Skills Instruction. The qualification runs for 1 year and pitched at AQF Level 9.

### Similarities and Differences

The proposed Master of Education (Special Needs and Inclusive Education) shares the same title with the qualifications offered by the University of Newcastle and the University of Notre Dame. However, there is a notable difference in the title of the qualification offered by UNISA, which only emphasises on term Inclusive Education.

Based on the qualification frameworks used by the different countries, there are variations in terms of credits and duration. The proposed qualification is placed at NCQF level 9 and carries a total of 240 credits, while the qualification offered by UNISA carries 180 credits and is pitched at the same level. The differences in credits are also evident in the qualification offered by the University of Newcastle, which carries 80 Units and is pitched at AQF 9. Another variation observed relates to qualification durations, while the proposed qualification runs for 2 years on a full-time basis, all the other qualifications are offered over 12 months of full-time study.

There are similarities observed in terms of the qualification structures since all qualifications have taught modules and a research component. There are also common modules, particularly on educational research, assistive technology for inclusive education and instructional strategies for learning disabilities. Furthermore, all the qualifications also have a common goal in terms of capacitating graduates with knowledge, skills and competencies that will enable them to conduct research and generate solutions for complex issues in special and inclusive education within school

## BQA NCQF QUALIFICATION TEMPLATE

contexts and support students with special learning needs within special and inclusive school contexts.

In terms of articulation, the proposed qualification compares favourably with other regional and international qualifications used for benchmarking. Just like the qualifications offered by other Universities, the proposed Master of Education (Special Needs and Inclusive Education) allows students to progress and pursue Doctoral degrees (Ph.D.) in the area of special and inclusive education, as well as educational psychology. In addition, all the qualifications prepare candidates for ideal careers in government and private schools, the Department of Education, as well as allied health organizations outside the education arena, including working with children, adolescents, communities and non-governmental organizations in the disabilities sector.

### REVIEW PERIOD

This qualification will be reviewed after 5 years upon registration.

*(Note: Please use Arial 11 font for completing the template)*

### 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 BODIES/REGULATOR	Y