

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)			BA ISAGO University											
TITLE		Doctor of Philosophy in Special Needs and Inclusive Education								NCQF LEVEL		10		
STRANDS (where applicable)		N/A												
FIELD		Education and training			SUB-FIELD		Education			CREDIT VALUE		360		
New Qualification					<input checked="" type="checkbox"/>		Legacy 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			<input checked="" type="checkbox"/>		
RATIONALE AND PURPOSE OF THE QUALIFICATION														
<p>RATIONALE:</p> <p>There are several policies at National and International level that advocate for inclusivity in education and the establishments of learning environments that are safe and effective to cater for diverse learner needs and exceptionalities. At local level, the 1994 Revised National Policy on Education (RNPE) places great emphasis on making the provision of education for all and the inclusion of individuals with special needs at all levels of education system. Furthermore, the same clarion call was made by the Education and Training Sector Strategic Plan (ETSSP, 2015-2020) and the National Development Plan (NDP11). Internationally, UNESCO issued a Declaration and Action Plan on Higher Education recalling the Universal Declaration of Human Rights, article 26 which affirms that “Everyone has the right to education”---and that “ higher education shall be accessible to all, on the basis of merit”, and further recalling the convention Against Discrimination in the field of education,</p>														

adopted by UNESCO in 1960, which calls member States to “ make higher education accessible to all, based on individual abilities”.

Despite, the several policies put in place, the country has not yet reached significant milestones in creating an equitable and inclusive education System. This has been largely due to lack of highly qualified personnel and specialists in the field of Special Education, to provide leadership and guidance in the development, implementation and monitoring of special needs and inclusive education policies and programs that specifically addresses the Botswana’s education sector.

The lack of highly skilled manpower has also been clearly outlined by the 2023-2024 Human Resource Development Council of Botswana (HRDC) Priority Skills Report, which identified that there is need for skills training and development in the area of special education. Furthermore, the Special Education Policy Review (2023) and the guidelines of the new policy on special education directs the Ministry of Education to provide skills development at graduate level to prepare personnel to assume leadership and academic positions. The qualification focuses on equipping learners with the skills to develop research agendas that will result in funded and published research and translating research outcomes for the improvement of educational and related service programs for children and youth with disabilities. The qualification allows learners to focus their research on areas such as applied behavior analysis, autism, emotional and behavior disorders, learning disabilities, or severe disabilities etc.

PURPOSE:

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

- i. Provide strategic leadership, guidance and support in the development, implementation and monitoring of appropriate special education frameworks and educational policies based on emerging practices, theories and research in education.
- ii. Conduct cutting-edge independent and original research aimed at generating solutions to complex challenges faced by the special needs and inclusive education fraternity at national, regional and international level.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

- i. Applicants must have a minimum of NCQF Level 9 Master of Education (Special Needs and Inclusive Education) or equivalent.

OR

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- ii. Candidates who do not meet the minimum academic qualifications stated above will be considered through Credit Accumulation Transfer in case they transfer in from another institution as per National Policy on CAT.

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SECTION B		QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)		ASSESSMENT CRITERIA	
1. Demonstrate most advanced knowledge in developing appropriate special education frameworks and educational policies based on emerging practices, theories and research in education.		<p>1.1 Critically analyze the ethical standards, professional practices, laws and regulations related to the provision of services to individuals with disabilities and their families.</p> <p>1.2 Critically evaluate existing educational theories, policies, research and practices intended to improve inclusivity, equity and social justice in education.</p> <p>1.3 Formulate new evidence-based policy recommendations for enhancing inclusive education in the country.</p> <p>1.4 Lead the implementation, monitoring and review of special education policies with a focus on inclusion and social inclusion.</p>	
2. Provide strategic leadership, guidance and support in designing and managing safe and effective learning environments for diverse learners.		<p>2.1 Design the strategies of assessment, curriculum, and instruction appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs.</p> <p>2.2 Lead the development, coordination, and delivery of innovative inclusive education practices to promote social inclusion at school, community and global level.</p>	

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	<p>2.3 Formulate methods of evaluation and assessment of special and inclusive curricular materials, teaching, learning and policy.</p> <p>2.4 Provide expert guidance in the development of teaching and learning materials that align with universal design for learning and social-emotional learning to represent diverse populations.</p> <p>2.5 Contribute to the professional development and training of teacher to adapt instruction to meet the individual learner needs in inclusive settings across all levels of the education system.</p> <p>2.6 Deliver in-service training on child-centred/inclusive methodology for school teachers, supervisors, teacher trainees and teachers trainers.</p>
<p>3. Produce original and independent research aimed at generating solutions and new ideas for increasing inclusion and equity across diverse groups of students and improving post-school outcomes for individuals with disabilities.</p>	<p>3.1 Conceptualise research ideas aimed at solving challenges faced by the inclusive education fraternity at national, regional and international level.</p> <p>3.2 Design data collection methodologies that address the specific challenges and needs of children with disabilities and other marginalized groups.</p> <p>3.3 Coordinate data collection and analysis to ensure the highest quality and ethical standards are maintained throughout the research process.</p> <p>3.4 Propose innovative ideas and solutions to bring systemic change to educational and community settings in ways that improve access and equity</p>

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	<p>for children and youth with disabilities and their families.</p> <p>3.5 Generate new knowledge through research and contribute to the advancement of field special and inclusive education.</p> <p>3.6 Collaborate with experts from other research units in publishing activities, planning research projects and obtaining resources for solving special educational problems.</p>
<p>4. Initiate strategic and collaborative partnerships with relevant stakeholders, to set direction and provide capacity-building initiatives to support individuals with diverse needs in education, work or community settings.</p>	<p>4.1 Create platforms for bringing the key stakeholders together to address issues affecting individuals with diverse needs.</p> <p>4.2 Organise training programs, seminars or workshops to sensitize stakeholders on contemporary inclusivity and special education issues.</p> <p>4.3 Lead the transdisciplinary collaboration with service providers in integrating and implementing inclusive education practices and ensuring accessibility of quality education for diverse learners.</p> <p>4.4 Provide guidance and technical support the partners in planning, management and implementation of education services for the most marginalized children.</p> <p>4.5 Monitor the impact and sustainability of special needs and inclusive programmes in attaining educational outcomes and improving the quality of life for students with diverse needs.</p> <p>4.6 Disseminate monitoring and evaluation (M&E) reports on rapid situational analyses; gender, equity, and social inclusion analyses; and activity impact evaluations.</p>

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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level []	
		FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	N/A		
CORE COMPONENT Subjects/Courses/ Modules/Units	Research Proposal			120	120
	Thesis			240	240
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level []	
1.					
2.					
Electives	N/A				

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
10	360
TOTAL CREDITS	360

Rules of Combination:

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

The credit distribution is made up of 360credits from the core component.

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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 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

- Doctor of Philosophy (Counselling)
- Doctor of Philosophy (Educational psychology)
- Doctor of Education (Early Childhood Education)
- Doctor of Education (Curriculum Development and Instruction)
- Doctor of Education (Social work)

Employment pathways

- Special Education Researcher
- Social worker Special Needs
- Lecturer/ Educator Special Needs Education
- Education Inspector Special Education
- Special Education Policy Developer

QUALIFICATION AWARD AND CERTIFICATION

Candidates meeting the prescribed requirements will be awarded the qualification in accordance with the qualification composition rules and applicable policies. To be eligible for the award of the Doctor of Philosophy in Special Needs and Inclusive Education, candidates should have obtained a minimum of 360 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:

- i. Doctor of Philosophy in Education (Inclusive Education)- UNISA, South Africa
- ii. Doctor of Education in Inclusive Education- University of Venda, South Africa
- iii. Doctor of Philosophy in Education (Special Education)- University of Virginia, USA

Similarities and Differences

There are notable differences on the title of the proposed qualification (Doctor of Philosophy in Special Needs and Inclusive Education), against the ones benchmarked with. The titles vary to denote the qualification streams, which are special needs education, inclusive education or a combination. Whilst the proposed qualifications combines both streams (Special Needs and Inclusive Education), UNISA and the University of Venda qualifications only focuses on Inclusive Education, whereas the PhD qualification offered by University of Virginia focuses on Special Needs Education. The proposed qualification together with the qualifications for UNISA and University of Virginia are Doctors of Philosophy whereas the qualification for University of Venda has a different designator being a Doctor of Education.

Despite the title variations, all the Doctoral qualifications are designed to prepare students to become scholars' in field of special and inclusive education. All the qualifications are aimed at equipping learners with the skills to critically evaluate the literature in the field, discover and apply new knowledge and generate sustainable solutions to challenges affecting learners with diverse needs.

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In terms of structure, the proposed qualification compares well, with the ones offered by UNISA and University of Venda, since they are purely research based and does not require course work or comprehensive examination. However, there is a provision for learners to take coursework as preparation or value addition to the research but does not contribute to the credit value of the qualification. On other hand, the PhD qualification offered by University of Virginia includes coursework, a research apprenticeship, and practical experiences to prepare graduates to produce original research that contributes to the knowledge base in special education and to teacher education in general. The assessments for the qualifications are also similar in that they are integrated, they allow the learner and their supervisor/s to engage on the learner's work with corrections until the final submissions.

All the qualifications are placed at Level 10 with respect to their different qualification frameworks (NCQF, NQF and USQF). However, their credit value varies also because of the qualification framework used by each country. The proposed qualification carries 360 credits, which is similar to the qualifications of UNISA and University of Venda. On the other hand, the qualification offered by University of Virginia carry 72 credits. Furthermore, all the qualifications have a duration that ranges between a minimum of 3 years and maximum of 6 years.

In terms of articulation, the proposed qualification compares favourably with other regional and international qualifications used for benchmarking. Graduates of the Special Education/Inclusive Education Doctoral qualification are prepared to occupy senior academic positions as Senior lecturers, deans, and researchers. Alternatively, they can work for governmental and non-governmental organizations as community organization administrators, policy experts and government agency leaders. Just like the qualifications offered by other Universities, the proposed Doctor of Philosophy in Special Needs and Inclusive Education allows students to progress and pursue post-doctoral degrees in the area of special needs education or inclusive education.

REVIEW PERIOD

The qualification will be reviewed every five years.

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For Official Use Only:

CODE (ID)

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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/REGULATORY	



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