

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS												
QUALIFICATION DEVELOPER (S)	University of Botswana											
TITLE	Master of Education in Inclusive Education						NCQF LEVEL			9		
STRANDS (where applicable)	1. 2. NOT APPLICABLE 3. 4.											
FIELD	Education and Training			SUB-FIELD			Training		CREDIT VALUE		275	
<i>New Qualification</i>				√	<i>Legacy Qualification</i>							
SUB-FRAMEWORK		<i>General Education</i>			<i>TVET</i>			<i>Higher Education</i>				
QUALIFICATION TYPE		<i>Certificate</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>V</i>	<i>Diploma</i>	<i>Bachelor</i>			
		<i>Bachelor Honours</i>			<i>Post Graduate Certificate</i>			<i>Post Graduate Diploma</i>				
		<i>Masters</i>				√	<i>Doctorate/ PhD</i>					
RATIONALE AND PURPOSE OF THE QUALIFICATION												
<p>The rationale for this qualification is to equip graduates with the necessary knowledge and skills to include learners with Special Educational Needs (SENs). It is important to underscore that in 2011, the Government of Botswana developed an Inclusive Education Policy of Botswana (IEPB); partly in response to the increasing numbers of diverse learners in the general education classrooms. Nevertheless, teachers do not have adequate knowledge and skills to effectively teach these diverse learners, hence the need to initiate a teacher training programme that focuses on inclusive education. It is expected that the graduates with this qualification, would be able to address the learner's diverse educational needs and styles of learning.</p> <p>The graduates of this qualification would serve primarily in schools and other institutions of higher learning. The graduates would also serve in any other government or non-governmental organization that focuses on the inclusion of individuals with special needs. Through the acquisition and application</p>												

of the skills of action research, critical reflection and discourse, graduates of this qualification will be able to identify, assess and develop relevant and responsive intervention programs for individuals with diverse needs. The qualification purports to equip individuals with special needs with relevant, quality education that would enhance their productivity in the communities within which they live.

The focus of inclusive education is to promote participation of all learners including those with Special Educational Needs (SENs) and reduce all forms of barriers (Abosi & Otukile Mongwaketse, 2017). There is no doubt that classrooms are becoming more diverse than before, and in order to address such diversity there is a need for specialist teachers as well as leaders who would address the learning needs of these learners. At the same time, these teachers should be able to conduct research, facilitate training and provide leadership in the implementation of the Inclusive Education **policy**.

The proposed qualification is grounded on four key documents; the a) Global Action Program on Education for Sustainable Development (UNESCO, 2014) b) Education & Training Sector Strategic Plan (ETSSP): 2015-2020 (Republic of Botswana, 2015a) c) The National Curriculum and Assessment Framework (NCAF) (Republic of Botswana, 2015b) and the Inclusive Education Policy (Republic of Botswana 2013). Analysis of these documents emphasised the need for developing learners' and young people's (including those with SENs) knowledge, skills, competencies, values and attitudes to satisfy personal, social, cultural, and economic needs. In addressing these targets, the proposed qualification would create professional graduates who would focus on the potential of each learner looking at their diverse learning needs. Graduates of the qualification would utilise inclusive pedagogy so that all children will be able to learn together and develop their educational potential. This is a complex pedagogical endeavour that maps onto conceptualisation of inclusive education. The qualification aims at enabling graduates' knowledge and skills development in carrying out evidence based inclusive pedagogy and designing individualized programmes for learners with SENs. In addition, this qualification is also intended to enhance important skills of action research, critical discourse and reflection so that graduates become lifelong learners and contribute effectively in the knowledge based economy.

PURPOSE: (itemise exit level outcomes)

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

1. Manage learners with Special Educational Needs in various educational and/or community settings.

2. Conduct pre-referral assessment and diagnostic teaching to recommend suitable intervention strategies for the learners with Special Educational Needs.
3. Differentiate curriculum and apply evidenced based teaching strategies to accommodate learners' unique needs and style.
4. Collaborate with other professionals and work effectively in a multidisciplinary team.
5. Develop culturally relevant and responsive programs for effective inclusion of learners with diverse needs.
6. Apply inclusive education values to real world settings in education and within the larger community.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

The minimum entry requirements for admission to the Masters of Inclusive Education Programme are:

1. Bachelor Degree, NCQF Level 7 or an equivalent qualification.
2. Entry through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) is accessible to all candidates through institutional policies in line with the national RPL and CAT policies.

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SECTION B		QUALIFICATION SPECIFICATION										
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA											
1. Apply knowledge, values, teaching and learning perspectives essential to teaching learners with diverse educational needs and style	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; vertical-align: top; padding: 2px;">1.1</td> <td style="padding: 2px;">Teach learners with special education needs in classrooms.</td> </tr> <tr> <td style="vertical-align: top; padding: 2px;">1.2</td> <td style="padding: 2px;">Analyse contemporary theories in Special/Inclusive Education and research methods in special needs education</td> </tr> <tr> <td style="vertical-align: top; padding: 2px;">1.3</td> <td style="padding: 2px;">Evaluate policies of special and inclusive education to provide advice and guidance on implementation.</td> </tr> <tr> <td style="vertical-align: top; padding: 2px;">1.4</td> <td style="padding: 2px;">Develop guidelines for inclusive classes, schools, and local environments.</td> </tr> <tr> <td style="vertical-align: top; padding: 2px;">1.5</td> <td style="padding: 2px;">Conduct continuous professional development workshops on inclusive education for teachers.</td> </tr> </table>		1.1	Teach learners with special education needs in classrooms.	1.2	Analyse contemporary theories in Special/Inclusive Education and research methods in special needs education	1.3	Evaluate policies of special and inclusive education to provide advice and guidance on implementation.	1.4	Develop guidelines for inclusive classes, schools, and local environments.	1.5	Conduct continuous professional development workshops on inclusive education for teachers.
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	<p>1.6 Develop consultative-collaborative strategies or models to work with various stakeholders such as teachers, parents, educational and rehabilitation professionals.</p> <p>1.7 Adapt the learning environment to the individual educational needs of learners with special educational needs.</p> <p>1.8 Assess learners with diverse educational needs to develop and execute suitable intervention plans for these learners.</p> <p>1.9 Identify, select, develop and use Instructional resources for learners with diverse educational needs.</p> <p>1.10 Adapt/modify modes of assessment for learners with Special Educational needs.</p> <p>1.11 Assess teaching-learning outcomes using different assessment techniques.</p> <p>1.12 Present conference papers in national and international platforms.</p>
<p>2. Apply critical thinking, reflective practice, emotional intelligence, computer literacy, and conflict resolution skills in the field of Inclusive Education and Rehabilitation.</p>	<p>2.1 Apply Multiple Intelligence and use Universal Design for Learning to design differentiated instructions.</p> <p>2.2 Use appropriate instructional Technology (e.g Smart board) to accommodate learners with SENs.</p> <p>2.3 Employ evidence-based behaviour management strategies for classroom control.</p> <p>2.4 Promote culturally and linguistically responsive teaching.</p>
<p>3. Resolve issues that may impact teaching and learning in Inclusive as well as in rehabilitation settings to improve access of all learners.</p>	<p>3.1 Communicate effectively with learners, parents and other professionals.</p> <p>3.2 Promote access, acceptance and participation of all learners.</p> <p>3.3 Identify and address barriers to learning to accommodate all learners.</p> <p>3.4 Recognise hidden curriculum and help learners to integrate technology in their learning.</p> <p>3.5 Practice research based inclusive collaborative techniques.</p>

<p>4. Carry out research on inclusive education issues to inform professional practice.</p>	<p>4.1 Identify a school/classroom problem and resolve it using action research.</p> <p>4.2 Carry out research on issues surrounding inclusive education.</p> <p>4.3 Write a comprehensive report on the research findings.</p> <p>4.4 Adhere to research ethics and standards.</p> <p>4.5 Present research findings to a diverse audience.</p> <p>4.6 Analyse research report or articles and apply it to their context.</p> <p>4.7 Critique a research report or article.</p> <p>4.8 Practice research based inclusive collaborative techniques.</p>

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level [9]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>					
	Educational Research Methods I & II			30	30
	Contemporary Issues in Inclusive Education			15	15
	Research Seminars in Inclusive Pedagogy			15	15
	Advanced Assessment for Inclusion			15	15
	Advanced Language, Literacy, and Numeracy Interventions for Inclusion			15	15
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Thesis			120	120
	Application of Assistive Technologies in Inclusive Classrooms			15	15
	Advanced Behaviour, Social and Emotional Intervention for Inclusion			15	15

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	Management and Leadership in Inclusive Education			15	15
	Internship			20	20
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level [9]	Level [9]	Level [9]	
1.					
	N/A				
2.	N/A				
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
9	275
TOTAL CREDITS	275

Rules of Combination:

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

To be awarded this qualification, a learner must complete a minimum of 275 credits that comprise of:

Fundamental Courses - 90 Credits

Core Courses 185Credits

TOTAL = 275 Credits

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ASSESSMENT ARRANGEMENTS

Both formative and summative assessment would be used to assess the learning outcomes and/or sub-outcomes to the award of credits or a qualification.

Formative assessment will contribute 50% towards the final grade and assessed based on tests, review of research articles and presentations.

Summative assessment will contribute 50% towards the final grade of the qualification. All assessments shall be conducted by assessors with a doctoral degree in education.

MODERATION ARRANGEMENTS

- There shall be both internal and external moderation in accordance with institutional policies aligned with national policies on moderation of assessments.
- Moderation shall be conducted by assessors with a doctoral degree in education.

RECOGNITION OF PRIOR LEARNING

There is a provision for award of credits towards this qualification through Recognition of Prior Learning, RPL in line with institutional and national policies.

CREDIT ACCUMULATION AND TRANSFER

There is a provision for an award through credit accumulation and transfer that is in line with institutional and national policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Educational Pathways

Horizontal

- Master of Education in Curriculum and Instruction
- Master of Education in Educational Management
- Master of Education in Research and Evaluation

Vertical progression:

1. Doctor of Philosophy in Inclusive Education
2. Doctor of Philosophy in Research and Evaluation

Employment Pathways

- Specialised Teacher/ Lecturer (Inclusive Education),
- Learning Support specialists.
- Education Officers
- School Management teams
- NGO managers and officers in the area of disability
- Education Consultants
- Education Researchers
- Inclusive Education Specialists
- Inclusive Education coordinator
- Inclusive Education Officer

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification MEd Inclusive Education

Candidates must meet the minimum standards to be awarded the qualification and acquire 275 credits.

Certification

Candidates meeting prescribed requirements will be awarded a certificate and transcript in accordance with standards prescribed for the award of the qualification.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

The qualification of Master of Education in Inclusive Educational is designed for Teachers seeking to become either researchers or to

work as policymakers and implementers of inclusive education. It can be done full-time or part-time and can be done online. The qualification has been benchmarked with the following:

1. Master of Education in Inclusive Education offered by University of South Africa (UNISA), South Africa.
2. Master of Education (Inclusive Education) offered by University of Namibia, Namibia.
3. Master of Science (Inclusive Education) offered by University of Bristol, United Kingdom.

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Compared to qualifications offered at the University of South Africa, University of Namibia, and internationally, the University of Bristol, are similar in instructions as they are taught master's and have two components (course work and research), all of which are mandatory to be passed. Module content addresses different issues in inclusive education named differently. For example, the theoretical perspective in inclusive education (as per UNISA) and the Framework perspective (as per Namibia). Both speak to the same thing with the proposed qualification. Qualification level is all NQF 9 except for the international comparison level 7 but equivalent to NQF 9 qualifications level locally and regionally. Credits points regionally (180 & 240) and internationally (160) are all lower than those of the proposed qualification at (275), which is more comprehensive compared regional and international qualifications. The qualification duration is two (2) to three (3) years, except internationally, one (1) year,

REVIEW PERIOD

The qualification will be reviewed every five (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 BODIES/REGULATORY	