

BQA NCQF QUALIFICATION TEMPLATE

SECTION A:	QUALIFICATION DETAILS																
QUALIFICATION DEVELOPER (S)	CAMPHILL COMMUNITY TRUST																
TITLE	Certificate III in Individualised Learning Support						NCQF LEVEL			3							
STRANDS (where applicable)	N/A																
FIELD	Education & Training		SUB-FIELD			Training			CREDIT VALUE			40					
<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>r</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 Human Resources Development Council identified some gaps in skills for workers who work in the education space and the priority skills that were identified as necessary for 2023/24 that cover the areas for Early Childhood and Care Educators and Special Needs Educators and the absence of a relevant qualification for those who work as learning support workers necessitated the need for a qualification. For the skills gaps, the identified skills that are necessary for a teacher aides or learning support workers captured under occupations for Early Childhood and Care Educators and Special Education Teachers are:</p> <ol style="list-style-type: none"> 1. Health and Safety 2. Basic ICT 3. Curriculum delivery 4. Report and Performance management 5. Assessment of learners to determine individualized educational needs 6. Curriculum delivery - Guidance and counselling. 																	

The information provided above was derived from HRDC website under the Education and Training Sector (Pg 55) where information about Early Childhood and Care Educators and Special Education Teachers occupations were identified to require technical skills which are illustrated in the above paragraph and are found to relate with the proposed qualifications for the teacher aides/ learning support workers' skills development.

Furthermore, the skill gaps mentioned above, necessitated the need to develop Certificate III in Individualized Learning Support qualification. The purpose for the qualification is to provide graduates with the knowledge and skills required to support learning for students with disabilities and additional needs in a classroom environment. In this individualized learning support qualification, graduates will be able to facilitate student support and communicate effectively with students with a diverse abilities and needs. Graduates will be able to apply basic operational and theoretical knowledge and skills about stages of human development, information and communication technology, care and communication, and teaching methods and strategies to contribute to the learning opportunities in the learning environment. The Certificate III in Individualized Learning Support is developed to respond to Inclusive Education Policy of 2011 which identified the need for inclusive education system that addresses the needs for all, including those with special educational needs, regardless of their gender, life circumstances, health, disability, stage of development, capacity to learn, level of achievement, financial or any other circumstances.

Currently there is no appropriate qualification registered for Learning Support Workers or Teacher Aides on the Botswana National Credit and Qualification Framework. The Organization for Economic Cooperation and Development (OECD). OECD Education Working Papers No. 125, titled Learning support staff: A Literature Review': published in 2015 found that:

- “The use of learning support staff enables a more flexible learning environment, ... to better respond to students’ needs and grant increased engagement and inclusion of children in classroom activities.”
- “Learning support staff are often the professionals who support students with difficulties and low levels of performance. In this context, training should provide these professionals with the adequate skills and competences to be able to face these challenges effectively.”

The OECD review support our view that the proposed qualification is necessary for our education system to empower professionals who work in the disability education sector.

The ‘Botswana Persons with Disability Act of 2024’ requires that: (clause 39. B i and C i)) “An educational institution or education provider shall not discriminate against — a student on the ground of the student’s disability by — “” denying the student access, or limiting the student’s access, to any

benefit provided by the educational institution, “or” by — developing a curriculum or training course having content that will either exclude the person with a disability from participation or subject the person with a disability to any other detriment”. The deployment of suitably qualified Learning Support Workers in the school classroom will assist schools to comply with the Botswana Persons with Disability Act by giving students with disabilities access to individualized support that enables better engagement with the curriculum content.

PURPOSE: (itemize exit level outcome)

The purpose of this qualification is to produce graduates with basic operational and theoretical knowledge, skills and competences to:

1. Use different stages of human development to appropriately plan support for learners in an inclusive teaching and learning environment.
2. Use Individualized Education Plans to support teaching and learning of learners with special needs.
3. Model caring and supportive communication approaches to support teachers in coordinating activities for the development of communication and social skills of learners in the teaching and learning environment.
4. Apply teaching methods and strategies applicable to supporting the teaching of learners with exceptional educational learning needs.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

- Certificate II (Equivalent to NCQF 2)
- Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) in accordance with RPL and CAT National Policies

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SECTION B	
QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Demonstrate basic operational and theoretical knowledge of the different stages of human development in order to support learners in an inclusive teaching and learning environment.	1.1 Identify stages of human development. 1.2. Develop teaching and learning support strategies based on individual's development level 1.3 Explain key human development issues about the nature of change.
2. Apply relevant basic operational and theoretical knowledge in developing, implementing and reviewing Individualized Education Plans to support learners with special educational needs.	2.1 Develop an Individualized Education Plan provide a roadmap for the student's education, outlining goals, accommodations, and services that will facilitate their learning and development. 2.2 Implement an Individualized Education Plan to ensure that all stakeholders are well-informed about its contents. 2.3 Review an Individualized Education Plan to outline modified and alternative learning expectations.
3. Examine behaviors that impede learners' participation in learning and implement strategies to support the learner in their learning paths.	3.1 Use observed behavior of individual learners to design support strategies. 3.2 Apply appropriate strategies to support the learner's specific needs. 3.4 Evaluate the strategies applied in supporting teaching of learners with mixed abilities
4. Support teachers in the coordination of activities for the development of learner's communication and social skills in a learning environment.	4.1 Apply coordination skills for movement activities that enhances learner interactions 4.2 Apply communication strategies to nurture independence of learners 4.3 Outline activities used to reinforce nurturing of creative behavior for a learner
5. Apply basic operational and theoretical models of caring and supportive communication skills to support teaching and learning.	5.1 Express one's own feelings in a way that supports caring and supportive communication 5.2 Model non-violent communication in an age and developmentally appropriate way.

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	<p>5.4 Communicate information and ideas effectively.</p> <p>5.5 Practice communication skills in a team</p>
6. Apply teaching methods applicable to teaching learners with exceptional educational learning needs	<p>6.1 Identify different teaching methods to support teaching.</p> <p>6.2 .Implement applicable teaching methods for special educational learning needs</p>
7. Use basic operational and theoretical knowledge of health and safety standards and procedures to maintain a safe working environment.	<p>7.1 Identify different risks and hazards related to a wide range of work settings and apply them</p> <p>7.2 Take steps to ensure safety by minimizing the risk in the workplace.</p> <p>7.3 Attend and address minor injuries in the workplace.</p>
8. Use basic Information and Communication Technology skills to perform routine tasks in a teaching and learning environment under minimal supervision.	<p>8.1 Use computers and technology to achieve goals in a teaching and learning setting.</p> <p>8.2 Demonstrate the use of relevant applications to produce information to support teaching and learning.</p>

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [3]	Level [2]	Level [1]	
		FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Fundamentals to Information Communication Technology	4	
	<i>Introduction to Health and Safety Skills</i>	4			4
	<i>Basic Communication Skills</i>	4			4
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Introduction to Stages of Human Development	6			6
	Fundamentals of Care and supportive Communications Skills	6			6
	Teaching methods and strategies	8			8
	<i>Basic Individualized Education Plans development</i>	8			8
STRANDS/ SPECIALIZATION	<i>Subjects/ Courses/ Modules/Units</i>	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level []	
1.	N/A				
2.					

Electives	N/A				



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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

<i>NCQF Level</i>	<i>Credit Value</i>
3	40
TOTAL CREDITS	40

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 3	TOTAL
Fundamental	12 Credits	12 Credits
Core	22 Credits	28 Credits
Electives	0 Credits	0 Credits
Strands/Specialization	0 Credits	0 Credits
TOTAL		40 Credits

TOTAL MINIMUM OF 40 CREDITS

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ASSESSMENT ARRANGEMENTS

CRITERIA FOR SELECTION OF ASSESSORS

Assessment will be conducted by registered and accredited Assessors and Moderators. And the criteria for selection of assessors are as follows:

Formative assessment will constitute 40% and Summative assessment will constitute 50%

Project Based assessment model which will constitute 10% will also be used where learners will engage in projects that will be assessed to contribute in credit accumulation towards the qualification.

MODERATION ARRANGEMENTS

Both Internal and External moderators will be used to moderate our assessment and must be accredited with BQA.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) - Credit Accumulation and Transfer (CAT) in accordance with ETP RPL policies.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation and Transfer (CAT) in accordance with CAT National Policies will be used for candidates when they apply for the course.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal

New Zealand Certificate in Education Support and Care (Teacher Aiding) (Level 3)

Vertical

Certificate IV in Individualised Learning Support

Employment

- Learning Support Worker
- Teacher Aide

QUALIFICATION AWARD AND CERTIFICATION

The Certificate III in Individualized Learning Support 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 identified. The proposed qualification which is intended for learning support workers and teacher aides compares with the following qualifications:

- **Titles:** New Zealand Certificate in Education Support and Care (Teacher Aiding) (Level 3), City & Guilds Level 3 Certificate for Learning Support Practitioners, Pearson Exdcel Level 3 Award, Certificate in Supporting Teaching and Learning in Schools all have similar subject content for learning that covers knowledge and skills for teaching of learning support workers.
- **NQF Levels: III** - the three qualifications used for comparison are all at level 3 similar to the Certificate III in Individualized Learning Support.
- **Credits:** New Zealand Certificate in Education Support and Care has 40 credits, City & Guilds Level 3 Certificate for Learning Support Practitioners has 30 credits and Pearson Edexcel Level 3 Award has 32 credits. New Zealand Certificate in Education Support and Care has the same number of credits as the proposed Certificate III in Individualized Learning Support. While the City & Guilds Level 3 Certificate for Learning Support Practitioners and Pearson Edexcel Level 3 Award, Certificate in Supporting Teaching and Learning in Schools has different number of credits compared to the proposed qualification.
- **Main Exit Outcomes:**
Graduates from the three compared qualifications with Certificate III in Individualized Learning Support will be able to perform learning support work to learners in the contexts of an educational environment. The overarching performance outcomes are being able to communicate effectively, apply professional behavior and health and safety practices, use basic knowledge of learning and human development and assist in supporting students in their learning.
- **Modules:**
The modules for each of the qualifications mentioned above have different titles. However, these modules performance outcomes are designed to achieve common learning support competencies necessary for the graduates to perform basic support to learners in the contexts of an education environment.
- **Assessment Weightings:**
All the three qualifications compared with the Certificate III in Individualized Learning Support are competency based. The Certificate III in Individualized Learning Support will be assessed on Project/ Portfolio at 10%, Formative at 40% and Summative 50% assessments models to

assess competency in performance achievement for assigned tasks. Pearson Edexcel Level 3 Award, Certificate in Supporting Teaching and Learning in Schools has similar assessment weighting with Certificate III in Individualized Learning Support. Both qualification uses continuous assessment and project/ portfolio for assessment to award credits for performance achievement for the modules. The City & Guilds Level 3 Certificate for Learning Support Practitioners requires students to be observed and assessed in supporting learning environment, this assessment model is similar to Certificate III in Individualized Learning Support project/ portfolio based assessment models.

- **Learning and Employment Pathways:**

All the three qualifications compared offer opportunity for employment as teacher aides or learning support workers and further studies either at the same level or a level above. Graduates who achieve Level III of the Certificate III in Individualized Learning Support qualifications are able to progress to Levels 4 of an equivalent qualification and those who completes Level 3 Certificate in Supporting Teaching and Learning in Schools progress onto other teaching qualification such as Pearson BTEC Level 4 Certificate in Education and Training.

- **Differences:**

The modules for Certificate III in Individualized Learning Support, New Zealand Certificate in Education Support and Care (Teacher Aiding) (Level 3) qualifications have 40 minimum total credits and Certificate III in Individualized Learning Support is a one-year duration course on full time without a provision for part time. The other qualifications are offered on a one-year full time basis with a provision for two years' part time basis. The qualifications are both intended to offer skills and knowledge and competencies in working as a teacher aide or learning support worker where they offer support in teaching and learning in education contexts.

REVIEW PERIOD

The qualification will be reviewed after every 3 years

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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	

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