
	<b>BQA NCQF QUALIFICATION TEMPLATE</b>	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

SECTION A: QUALIFICATION DETAILS														
<b>QUALIFICATION DEVELOPER (S)</b>		University of Botswana												
<b>TITLE</b>	Bachelor of Education in Special Education and Inclusive Education										<b>NCQF LEVEL</b>	7		
<b>FIELD</b>	Education & Training		<b>SUB-FIELD</b>		Special and Inclusive Education				<b>CREDIT VALUE</b>	480				
New Qualification	<input checked="" type="checkbox"/>	Review of Existing Qualification												
<b>SUB-FRAMEWORK</b>	General Education					TVET					Higher Education	<input checked="" type="checkbox"/>		
<b>QUALIFICATION TYPE</b>	Certificate	I		II		III		IV		V		Diploma	Bachelor	<input checked="" type="checkbox"/>
	Bachelor Honours				Post Graduate Certificate					Post Graduate Diploma				
	Masters							Doctorate/ PhD						
<b>CREDIT VALUE: 480</b>														
RATIONALE AND PURPOSE OF THE QUALIFICATION														
<p><b>RATIONALE:</b></p> <p>Bachelor of Education (Special and Inclusive Education) is a multidisciplinary qualification that aims to produce professionals with the skills and competencies to promote access, equity and quality education of all learners including those with disabilities. Inclusive education is based on the principles of social justice, equity and diversity; it focuses on removing barriers for learning and enhancing quality education for all children. This qualification therefore aims to equip teachers with the necessary skills and competencies to utilize strategies by adopting inclusive principles to address the unique needs and style of learners with diverse educational needs. It aims to ensure that graduates can function effectively in inclusive settings, facilitate curriculum access, and work in multi-disciplinary teams.</p> <p>The National Development Plan eleven (NDP 11; 2017:118) has emphasized its effort to include people with disabilities in mainstream society, proposed three initiatives, one of them is the Inclusive Education Policy, that focuses on educating children with special need. To address such initiative, development of appropriate human capital is critical. However, relevance of the graduates' skills to the industry is a great concern (The Education and Training Sector Strategic Plan (ETSSP, 2015-2020: 19; 75). This program is designed to address such</p>														

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gaps. This 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 (d) The Inclusive Education Policy (Republic of Botswana, 2011). Analysis of these documents emphasized the need for developing learners' and young people's (including those with SENs) knowledge, competency, values and attitudes to satisfy personal, social, cultural, and economic needs. It is therefore important to have teachers with requisite qualification to support such learners. Learners with Special Educational Needs are on the rise in our school system (Educational Statistics, 2012; Republic of Botswana, 2011). This mandates teacher preparation institutions to address this need.

#### **PURPOSE:**


The purpose of this qualification is to produce graduates with specialized knowledge and skills to:

- Manage students with disabilities in various educational and/or community settings.
- Differentiate curriculum and use appropriate teaching strategies as well as use alternate communication strategies to accommodate learners' unique needs and styles.
- Collaborate with other professionals and work effectively in a multidisciplinary team.
- Conduct action research to inform evidenced-based special education practices.
- Use appropriate communication skills for learners with diverse communication needs.


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

The normal minimum entry requirements for admission to the Bachelor of Education (Special & Inclusive Education) qualification shall be:


- Certificate IV, NCQF Level 4 (BGCSE or equivalent)
- Entry through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) is allowable to candidates through institutional policies in line with the national RPL & CAT policies.

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<b>SECTION B</b>		<b>QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>		<b>ASSESSMENT CRITERIA</b>	
LO 1: Apply knowledge and skills in assessing students with disabilities in various educational and/or community settings		AC 1.1: Identify learners with Special Educational Needs (SENs)  AC: 1.2: Select culturally and linguistically appropriate formal and informal assessment tools.  AC: 1.3: Assess learners with SENs to determine inter and intra individual differences.  AC:1.4: Apply alternate forms of assessment techniques to accommodate learners with diverse needs.	
LO 2: Use assessment data to design plan or programme for learners with Special Educational Needs (SENs) in various environments (schools/rehabilitation centres)		AC 2.1: Use assessment data to develop Individualised Educational plan for learners with SENs in diverse contexts.  AC 2.2 Organise and synthesise evidence-based research information in the various environments (schools/rehabilitation centres).  AC 2.3: Implement evidence-based teaching strategies commensurate with the identified learner's strengths and needs.  AC: 2.4: Teach learners in diverse environments (inclusive school, special School, and special unit)  AC: 2.5: Make adaptations to the learning environment to cater for learners with SENs  AC 2.6: Use assistive and instructional technology to facilitate learning.	
LO 3: Apply specialised skills and knowledge in various educational and/or community settings		AC 3.1: Adapt to the teaching learning context (special, integrated and inclusive classroom) and both urban and rural contexts.  AC 3.2: Design team learning activities and encourage the learners to work together.	


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	<p>AC 3.3: Create child friendly schools that promote safe, supportive, and caring environment</p> <p>AC 3.4: Practice transformative teaching and learning to promote inclusive pedagogy in general education classrooms.</p>
LO 4: Employ the consultative-collaborative approach to work within a multidisciplinary team in various learning environments.	<p>AC 4.1: Communicate effectively with other related professionals.</p> <p>AC 4.2: Apply principles of multidisciplinary work-setting</p> <p>AC 4.3: Promote access, acceptance, and participation of all learners in various learning environments</p> <p>AC 4.4: Identify barriers to learning in various learning environments and address them in a multidisciplinary work-settings.</p> <p>AC 4.5: Recognize hidden curriculum and helps the team to adapt curriculum and assessment.</p>
LO 5: Apply alternate and augmentative communication skills for learners with diverse communication needs	<p>AC 5.1: Deliver subject content knowledge using sign language for learners who are Deaf and Hard of Hearing or other groups who may use sign language</p> <p>AC 5.2: Use Alternate and Augmented Communication for learners who use them</p>
LO 6: Apply Universal Design of Learning (UDL) by incorporating suitable Assistive Technology (AT) during teaching and learning	<p>AC 6.1: Apply UDL principle for accommodating learners with diverse educational needs and style.</p> <p>AC 6.2: Select appropriate AT for learners with diverse educational needs</p> <p>AC 6.3: Prepare AT such as braille/hearing-aid and other teaching and learning materials for learners with sensory impairment.</p> <p>AC 6.4: Incorporate AT during teaching and learning to deliver differentiated instructions.</p>
LO 7: Apply specialized teaching and assessment techniques for learners	<p>AC 7.1: Employ alternate assessment strategies for learners with diverse educational needs and style.</p> <p>AC 7.2 Adapt materials for curriculum-based measurement</p>
LO 8: Carry out action research to inform professional practice	<p>AC 8.1: Identify a school/classroom problem and resolve it using action research</p> <p>AC 8.2: Write a meaningful research proposal</p> <p>AC 8.3 Critically review research reports or articles and synthesise information</p>


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	AC 8.4 Apply various methodology to collect data Ethically AC 8.5 Analyse data to write research report or journal articles and present in conference.
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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [ 5]	Level [ 6]	Level [ 7]	
<b>FUNDAMENTAL COMPONENT</b> <i>Subjects/ Courses/ Modules/Units</i>	Communication and Studies Skills	24			24
	Computing and Information Skills Fundamentals	24			24
	Developmental Psychology		12		12
	Educational Psychology		12		12
	Educational Research		12	12	24
	Introduction to Exceptionalities	12			12
	Service Delivery Approaches in Special Education	12			12
<b>CORE COMPONENT</b>	Introduction to Inclusive Education		12		12
	Educational Assessments and Identification of Students with Disabilities		12		12

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<b>Subjects/Courses/ Modules/Units</b>	Education of the Gifted and Talented			<b>12</b>	<b>12</b>
	Transition of children with disabilities			<b>12</b>	<b>12</b>
	Family-Professional Partnership			<b>12</b>	<b>12</b>
	Teaching Students with Communication Disorders			<b>12</b>	<b>12</b>
	Early Childhood Special Education			<b>12</b>	<b>12</b>
	Teaching Practice		<b>12</b>	<b>12</b>	<b>24</b>
	Subject Content Knowledge [basic and advanced]	<b>24</b>	<b>48</b>	<b>48</b>	<b>120</b>
	Pedagogical Content Knowledge [basic and advanced]		<b>36</b>	<b>24</b>	<b>60</b>
<b>Electives</b>	Curriculum and instructional Methods for Students with Intellectual Impairments		<b>12</b>		<b>12</b>
	Programme Development for Students with Intellectual Disabilities		<b>12</b>		<b>12</b>
	Educating Learners with the Autistic Spectrum Disorders			<b>12</b>	<b>12</b>
	Augmentative and Alternative Communication			<b>12</b>	<b>12</b>
	Behaviour Analysis and Intervention for Learners with Intellectual Disabilities			<b>12</b>	<b>12</b>
	Appropriate Art, Craft and design Methods and Materials for the Primary School		<b>12</b>		<b>12</b>
	Sign Language [basic, intermediate, advanced]		<b>12</b>	<b>24</b>	<b>36</b>

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	Education for the Students who are Deaf and Hard of Hearing			<b>12</b>	<b>12</b>
	Approaches in Teaching Language to the Deaf		<b>12</b>		<b>12</b>
	Development Spoken Language and Auditory Training			<b>12</b>	<b>12</b>
	Diagnostic Teaching in Basic Skills for students with learning Disabilities /difficulties		<b>12</b>		<b>12</b>
	Remediation Techniques in School Subjects for students with learning Disabilities /difficulties		<b>12</b>		<b>12</b>
	School Programme for Students with Learning Disabilities			<b>12</b>	<b>12</b>
	Behavioural Management of Students with Special Educational Needs			<b>12</b>	<b>12</b>
	Development of Language and Literacy skills for students with Learning Disabilities			<b>12</b>	<b>12</b>
	Education of Children with ADHD and related disorders			<b>12</b>	<b>12</b>
	Braille Reading and Writing [basic, intermediate, advanced knowledge and skills]		<b>12</b>	<b>12</b>	<b>24</b>
	Instructional Methods for Students with Visual Impairment		<b>12</b>		<b>12</b>
	Orientation and Mobility [basic and advanced knowledge and skills]		<b>12</b>	<b>12</b>	<b>24</b>


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	Teaching Students with Low vision			<b>12</b>	<b>12</b>
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<b>SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL</b>	
<b>TOTAL CREDITS PER NCQF LEVEL</b>	
<b>NCQF Level</b>	<b>Credit Value</b>
<b>Foundational</b>	<b>120</b>
<b>Core</b>	<b>288</b>
<b>Electives</b>	<b>72</b>
<b>TOTAL CREDITS</b>	<b>480</b>
<b>Rules of Combination:</b> <b>(Please Indicate combinations for the different constituent components of the qualification)</b>	
<ul style="list-style-type: none"> <li>All foundation and core courses are compulsory, and students will take 72 credits from electives</li> </ul>	

<b>ASSESSMENT ARRANGEMENTS</b>
<p>All assessments will be done using formative and summative assessment.</p> <ul style="list-style-type: none"> <li><b>Formative assessment:</b> weighting of 50%</li> <li><b>Summative assessment:</b> weighting of 50%</li> </ul> <p>Assessors shall all be accredited and registered with BQA</p>
<b>MODERATION ARRANGEMENTS</b>
<ul style="list-style-type: none"> <li>There shall be both internal and external moderation in accordance with institutional policies aligned with national policies.</li> <li>Moderators shall all be accredited and registered with BQA</li> </ul>



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### **RECOGNITION OF PRIOR LEARNING**

There is provision for award of this qualification through RPL in line with institutional and national RPL policies.

### **CREDIT ACCUMULATION AND TRANSFER**

There is provision for award of this qualification through CAT in line with institutional and national CAT policies.

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

#### **EDUCATIONAL PATHWAYS**

##### **Horizontal Articulation**

- Bachelor of Education degree in Inclusive Education
- Bachelor of Arts degree in Disability Studies
- Bachelor of Education degree in Guidance and Counselling

##### **Vertical Articulation**

- Bachelor Honours
- Post Graduate Diploma in Inclusive Education

##### **Diagonal**

- Postgraduate Diploma in Rehabilitation Science

#### **EMPLOYMENT PATHWAYS**

- Special Education Teacher
- Inclusive Education Manager
- Remedial Therapist
- Education Researcher


### **QUALIFICATION AWARD AND CERTIFICATION**

Minimum standards of achievement for the award of the qualification

- To be awarded a Bachelor of Education (Special and Inclusive Education) degree, a student must obtain a minimum of 480 credits

##### **Certification**

- Candidates meeting prescribed requirements will be issued an official certificate and transcript.

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## **REGIONAL AND INTERNATIONAL COMPARABILITY**

Bachelor's in special education provide a teaching qualification to teach learners with SENs. There are regional university that offer special education programme. Some examples are:

### **Regional Universities**

- **The Open University Tanzania:** Bachelor of Education in Special Education (BED SE)  
Duration 3 academic year; Students admitted in the programme will study under Open and distance Learning. The programme aims at providing theoretical, philosophical, historical, and practical learning experiences in special education. A key characteristic of a student completing the programme will be knowledgeable and professional with abilities in providing support and services to people with special needs and disabilities. Training and producing teachers capable of both rendering the necessary support to learners with special needs and disabilities and teaching in the classroom.

### **International Universities**

- **Australian Catholic University:** Prepare to be a primary teacher who is a specialist in special education. This programme is developed to train teachers to manage social, cultural and developmental diversity within the classroom. A key characteristic of a student completing the programme will develop the understandings of diverse groups' cultural, social and language learning contexts and of current issues and policies affecting their participation and success. The graduates of the programme demonstrate respect for the dignity of each individual and for human diversity, apply ethical perspectives in informed decision making, think critically and reflectively.

## **REVIEW PERIOD**

**5 years**