

QUALIFICATION SPECIFICATION							SECTION A
QUALIFICATION DEVELOPER		RAVOS TECHNICAL COLLEGE					
TITLE		DIPLOMA IN EARLY CHILDHOOD EDUCATION			NCQF LEVEL		6
FIELD	EDUCATION AND TRAINING		SUB-FIELD	EARLY CHILDHOOD EDUCATION			
New qualification		√	Review of existing qualification				
SUB-FRAMEWORK		General Education		TVET		Higher Education	√
QUALIFICATION TYPE		Certificate		Diploma	√	Bachelor	
		Bachelor Honours		Master		Doctor	
CREDIT VALUE						360 credits	
RATIONALE AND PURPOSE OF THE QUALIFICATION							
<p>Rationale</p> <p>Education, all over the world is developing at a rapid pace, starting from the grassroots hence the need to have highly qualified early childhood teachers. As a training institution in the Education field, the developer realized the need to play an important role in empowering Batswana through offering high quality education at a higher level. This Diploma qualification aims to nurture a new generation of early childhood educators who possess pedagogical knowledge and positive attitudes required to build a solid base for young children's learning, as well as contribute proactively and meaningfully to early childhood education.</p> <p>Providing a qualification in Early Childhood Education is supported in many national and international policies. The government of Botswana has increased its commitment by aligning Early Childhood Development with policies such as the Education and Training Sector Strategic Plan (ETSSP2015 -2020), National Development Plan 11, Vision 2036, National Human Resource Development strategy (2009-2022), and the Sustainable Development Goals (2016-2030). All these policies recognize early childhood development and education as the foundation for all learning and development of the human capital. As a result, the government has introduced reception classes in public schools, and finances the training of Early Childhood Education (ECE) teachers at Diploma and degree levels.</p> <p>Purpose</p> <p>The proposed qualification will hence provide the foundational background for all those that aspire to serve or build a career in the field of early childhood education. It will further strengthen quality teaching and learning by providing trained personnel for the field. This Diploma qualification is in response to the increasing demand of quality early childhood education at a higher level. Having been offering certificate in ECE for five years, it was high time to introduce Diploma level in order to upgrade the many certificate holders. Even Principals and Heads of the schools in the Early Childhood Sector raised the same concern that institutions should introduce Diploma level. This would enable many pre-school teachers with certificates to advance themselves.</p> <p>Graduates are expected to design, implement and evaluate early childhood learning curriculum, establish</p>							

and maintain inclusive early learning environments, select and use a variety of screening tool, observation and documentation to support and promote children's learning across the continuum of early childhood development. We will implement effective teaching, learning and assessment strategies to ensure that the graduates acquire and exhibit the knowledge, skills and competencies expected of a diploma graduate. Introducing Diploma in Early Childhood Education would enable institutions to enroll school leavers with A levels or level 5 qualifications to allow them to pursue a career in Early Childhood Education. This would be an advantage for them as they will start at a higher level than certificate level 5.

According to Botswana National Credit and Qualifications Framework In order to meet the requirement we designed the learning outcomes that enable a graduate to exhibit the requirement

ENTRY REQUIREMENTS (including access and inclusion)

1. NCQF Level 4, Certificate IV (BGSCE) or equivalent with a pass in English Language will study for 3 years.
2. A holder of NCQF Level 5, Certificate V in Early Childhood Education or equivalent, with at least 120 credits will study for 2 years.

Inclusion Arrangements

- Discriminatory barriers will not be acceptable for entry into this qualification. Discrimination of any potential candidate on the basis of race, disability, ethnicity, health issues or economic status will not be acceptable. All applicants will be treated equally and fairly.

QUALIFICATION SECTION B		SPECIFICATION
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA	
Design, implement and evaluate play-based early learning curriculum and programs that support children's holistic development, and are responsive to individual children's and groups of children's observed abilities, interests and ideas.	<ul style="list-style-type: none"> • Create environments that are healthy, respectful, supportive, and challenging for each child. • Check play grounds to ensure that they are constructed in a way that they are user friendly to children • Use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and positively influence each child's development and learning. 	
Establish and maintain early learning material that supports equitable and accessible developmental and learning opportunities for all children.	<ul style="list-style-type: none"> • Make educational materials with large prints for all children to see. • Use of power point presentations and white chalkboards for the benefit of all children. • Use non-verbal cues 	
Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development.	<ul style="list-style-type: none"> • Use systematic observations, documentation, and other effective assessment strategies in a responsible way in partnership with families and other professionals to positively, influence the development of every child. 	
Use content knowledge to build meaningful curriculum	<ul style="list-style-type: none"> • Design, implement, and evaluate experiences that promote positive development and learning for each young child. • Plan, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child. 	
Assess, develop and maintain safe, healthy and quality early learning environments, which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.	<ul style="list-style-type: none"> • Identify and conduct themselves as members of the early childhood profession. • Use ethical guidelines and other professional standards related to early childhood practice. • Exhibit continuous, collaborative learning that demonstrates knowledge of current legislation, 	

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	<p>agency policies and evidence-based practices in early learning.</p> <ul style="list-style-type: none"> • Make informed decisions that integrate knowledge from a variety of sources. • Become informed advocates for sound educational practices and policies.
Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.	<ul style="list-style-type: none"> • Exhibit knowledge, skills and professional dispositions necessary to promote the development and learning of young children.

QUALIFICATION STRUCTURE			
SECTION C			
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	Level	Credits
	School, Family and Community Partnership	6	14
	Information Communication Technology	6	14
	Communication and Study Skills	6	14
CORE COMPONENT Subjects / Units / Modules /Courses	Philosophical Theories	6	20
	Sociological Foundations	6	20
	Psychological Theories of Child Development	6	20
	Expressive Arts	6	20
	Guidance and Counselling	6	20
	Teaching Methods	6	20
	Administration and Management of Preschool Programs	6	20
	Teaching Practice	6	40
	Research Project	6	40
	Domains of Child Development	6	20
	Curriculum Development	6	18
	Play and Creativity in Early Childhood	6	15
	Classroom Management	6	15
	Safety Health, Hygiene and Nutrition	6	15
	Monitoring and Assessing	6	15
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	N/A		
Rules of combinations, Credit distribution(where applicable):			
<p>To be awarded a full diploma in Early Childhood Education, GSCE/Cambridge or equivalent, candidates are required to successfully complete the qualification in three years and Early Childhood Education Certificate holders are required to complete in two years of full time study with a designated minimum number of credits as follows:</p> <ul style="list-style-type: none"> 42 credits of the fundamental modules and 318 credits of the core modules. The total credits for fundamental and core modules may include the previously obtained qualifications that would be approved by the ETP. 			
ASSESSMENT AND MODERATION ARRANGEMENTS			
Assessment Arrangements			
<ul style="list-style-type: none"> Learners have contact hours for each selected unit(s)/topic(s) and then exercises or tests are given at the end of the unit. Learners are given time to work on and produce assignments/projects in the form of reports, designing an object or carrying out a task and produce a product. These are based on knowledge competencies covered. The assignments/projects are meant to check if the learner's practical competence matches with the knowledge competencies, to identify the shortfalls and to show the learner's initiative. Such assignments include time at their workplaces or visits to different organizations to gather evidence and 			

analyze facts. Some may be produced by simulation.

- Trainers devise assessment plans for **practical competences** and the plan is communicated to learners so that they are aware of what is required of them. The plan is developed considering the learning program requirements.
- The assignments/projects are assessed by the trainer in accordance with the qualification requirements i.e. observation of performance or appraisal of product. The trainer will judge the evidence and make assessment decisions against the required standards.
- Where the learning program requires the learner to produce portfolios, it is produced according to the learning program requirement. The trainers also assess according to the examination board's requirements i.e. the tools or guidelines provided.
- Trainers give prompt, accurate and constructive feedback from the assessment. Copies of accurate records of learners' achievement are given to the respective learner and a copy kept in the learner's file.
- The trainer has to agree on new assessment plans with trainee(s) where further evidence is required.
- Trainees sit for mid semester examinations in preparation of the final assessment. These are set and marked by the respective trainers. Summary of performance is given to learner/guardian and copies kept in their files.
- The assessments are conducted like final assessments. Trainers set papers for their respective modules that are checked by the Academic Committee and production of these papers and packaging is the responsibility of the Academic Committee
- These papers are stored in the strong room and given out as the examinations are written. The College Examinations Committee prepares the schedule.
- Learners who perform below standard are taken for re-medial by the respective trainers after one-on-one discussion to find out their opinion. They are also encouraged to see professional Counselor if it is necessary.
- Learners have to sit for the final assessment, set and marked by the examination board. These are meant to test the knowledge requirements. They may be written or computer based tests. The examination board will award the relevant certificates or diplomas.
- The College ensures that there is an active Internal Assessment Committee consisting of the Heads of Departments and/or different subject specialist.
- The College Internal Assessment Committee is responsible for quality assurance. This is carried out through direct observation of assessor's practice and review of the learner's product, paper or computer

based evidence and records assignments and/or portfolios.

- The purpose of quality assurance is to check if there are any weaknesses which may require attention such as:
 - extra support and guidance for an individual trainers;
 - a standardization workshop if a number of trainers are making inappropriate/inconsistent decisions;
 - further guidance from the examination board if the problem arises from uncertainty about interpretation or requirements for a new qualification.
- The Internal Assessment Committee informs the Academics Committee of the quality assurance report and meet with the External Assessors/Verifiers to discuss/review delivery of qualification and prepare and issue action plan for implementation.

Moderation

- The College has a team of moderators for a two-year term subject to re-nomination. Qualification to be a moderator should be Degree/Masters/PhD holders in Early Childhood Education, at least two years teaching experience in the same vocation and BQA accredited.
- Both Internal and External Moderators ensure that questions set for each module fall within the program prescribed for the course. In this sense, due regard should be given to reliability and validity.
- Internal moderators undertakes a post-examination audit including monitoring of marking, monitoring of the examination results and review of assessment methodologies The moderators shall ensure that marks allocated are fair and that the paper is of good standard.
- All comments by the Internal and External Moderators are noted on paper for discussion with the Assessor.
- Where the moderators considers it necessary that certain questions(s) be altered or replaced for the purpose of achieving good standard, this is discussed with the assessor who will effect the changes after agreement has been reached.
- In the event that there is no agreement the matter is referred to the Curriculum Committee for resolution.
- The Internal Moderators moderate the scripts during the marking period, ensuring that all answers submitted by candidates are marked in accordance with the marking scheme, checks the marked scripts for consistency of marking, and the arithmetic accuracy of total marks. Moderators monitor procedures for the marking of scripts to ensure that a reduction/increase of marks can be implemented if necessary.
- The Moderation report and the final mark sheets of each examination module are passed on to the External Moderation panel at the University of Botswana for second moderation.
- Internal and external moderation is also implemented on pre-examination papers to ensure fair allocation of marks, clear questioning techniques, content coverage and accuracy of marking keys.

- The External Moderation report and the final mark sheets of each examination are delivered to the College Academic Committee for approval.
- After approval, the mark sheets and reports are passed on to the College Director then Academic Director and finally the Board for endorsement.

RECOGNITION OF PRIOR LEARNING (if applicable)

The ETP recognizes knowledge and skills acquired through formal, non-formal and informal learning contexts.

- Formal learning is learning certified by a recognized awarding or professional body.
 - Non-formal learning includes learning such as employer's in-house training which may or may not be assessed and/or certificated
 - Informal learning is learning based on experience from a variety of environments which is not formally assessed.
- The evidence to support prior learning assessment decisions must be valid, reliable and equal to the standard assessment of the Module concerned. This means that the evidence should broadly match the evidence requirements specified in the Module and reflect the level and credit value attached to the Module.
 - The recognition of prior learning may be used to assess complete or partial modules. Where evidence of prior learning partially meets the evidence requirements of a module, other methods of assessment should be used to complete the outstanding requirements. The minimum level of awarding and certification will be a complete module.
 - Previously attained qualifications may be used as evidence of prior learning as long as they have been awarded by a recognized awarding body or professional body. A qualification certificate on its own is unlikely to be sufficient evidence for assessment and verification purposes. This should be supported by module descriptors or equivalent which provides information on the level, demand, content and assessment of the previously attained qualification.
 - The assessment of prior learning should be subject to the same internal verification by centers as other methods of assessment. The institution will also adopt the same approach to quality assurance as any other method of assessment.
 - The recognition of prior learning may not be used as method of assessing in certain types of assessment instruments where:
 - the standard may be compromised by not using the same assessment methods outlined in the module;
 - there is an existing requirement for a license to practice,
 - there are specific health and safety requirements or
 - there are regulatory, professional or other statutory requirements.
 - Candidates need to apply for credit transfer before they register for the program at least 4 weeks before the registration closing date. The institution needs to know what the candidate studied, where and when and evidence of the previous study must be provided.

Guidelines on Credit Accumulative Transfer

- The institution enrolls learners who may have not completed a course but have completed part of the program.
- Modules and credits acquired will be based on content covered
- The institution will confirm with the institution concerned before enrolling the learners to be certain of the content.
- The institution will make an agreement with Colleges offering similar programs to ensure that learners are able to continue in another institution should they wish to transfer.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

After attaining the diploma in Early Childhood Education programme, candidates can progress to:

- Bachelor of Education in Early Childhood Education
- Bachelor of Education in Early Childhood Development
- Bachelor of Education in Primary Education

After completion of the diploma programme, graduates can be employed as:

- Preschool/Pre-primary school teachers
- Centre manager (children's services)
- Group, team coordinator, leader (children's services)

QUALIFICATION AWARD AND CERTIFICATION

- To be awarded the Diploma in Early Childhood Education, a candidate with NCQF Level 4 (BGSCE) or equivalent would be expected to have successfully completed all the following modules in the qualification and attained all 360 credits.

Candidates with Certificate in Early Childhood Education would be expected to have successfully completed 240 credits from the following modules:

- Information Communication Technology
- Philosophical Theories
- Sociological Foundations
- Psychological Theories of Child Development
- Expressive Arts, Guidance and Counselling
- Teaching Methods
- Administration and Management of Preschool Programs
- Teaching Practice
- Research Project
- Final assessment shall be by continuous assessment, final examinations and a project as follows:
 - i) Continuous Assessment shall constitute 30% of the final mark.
 - ii) Final Examinations shall constitute 20% the final mark.
 - iii) Research Project 30% of the final mark.
 - iv) Teaching Practice 20% of the final mark
- The pass mark for each written module shall be 50% and above.

Supplementary and Re-sits

- Failure in the Final examination permits a candidate to supplement or re-sit as follows:
 - Supplement 40%-49%
 - Re-sit 0%- 39%
- i) A Supplementary examination will be expected to be written within 3 months of the final examination.
- ii) Re-sit examination for candidates who have not passed the exams will be scheduled the following year during regular examination period.
- iii) Candidates may re-sit an examination only once.

Certification

A statement of results will be prepared by the Examination Panel, and released after the endorsement of results by the ETP governing structures. The contents of the Statement of results shall be as follows:

- i) The modules will be listed with the final marks and grades obtained.
- ii) Diploma will be issued after successful completion of all the modules

REGIONAL AND INTERNATIONAL COMPARABILITY

1. **Kenya Institute of Social Work and Community Development** offers diploma in Early Childhood Development and Education. (<https://www.kiswed.co.ke/>)
Admission requirements are - minimum qualifications are KCSE C plain or KCE Division II or the equivalent and long service ECD teacher with a Kenyan National Education proficiency examination Certificate. The program consists of 27 modules divided into three semesters.
Semester one: English language, Communication skills, Information communication technology, Philosophical, sociological and historical foundations of ECDE, Curriculum development, Child growth and development 1 (conception -3 years), Methods of teaching young children and material development, Child growth and development 11 (3-8 years), Language activities and Mathematics activities
Semester two: Social research methods, Science activities, Research, monitoring and evaluation, Music and movement activities, Creative activities, Health, nutrition and care, Children in need of special protection, Teaching practice/attachment, General psychology, Project (total supervisory unit)
Semester three: Child rights and child protection, Physical/psychomotor activities, Community development, Social studies activities, Guidance and counseling, Children development 111 – pre adolescence and adolescence, Personality development, Administration and management of ECDE programmes
2. **New Zealand Tertiary College** (<https://www.nztertiarycollege.ac.nz/>) offers New Zealand Diploma in Early Childhood Education and Care. The program empowers students with knowledge, skills, attitudes and beliefs that will enable them to be effective early childhood educators.

The admissions requirements are: a minimum of 48 NCEA credits at level 2 or higher, with the literacy credits required for University entrance, a recognized qualification of at least 120 credits at level 3 or

above or a relevant experience deemed to be sufficient for entry into the program. International students are required to provide proof of their English language competency by meeting the language criteria defined in Rule 18 of the NZQF Programme Approval and Accreditation Rules Domestic students with English as an additional language are required to provide proof of their English language competency. The course duration is one year.

The modules are as follows: Becoming a Professional Early Childhood Teacher, Holistic Development in the Early Years, Early years Pedagogy, Culturally Responsive Early Childhood Education, Assessment, Planning and Teaching, Social Competence and Early Childhood, Wellbeing of the Child, Cultural Diversity in Early Childhood Education, Child Study, and Field Practice

3. Ontario College, Canada ([https:// www.ontariocolleges.ca/en](https://www.ontariocolleges.ca/en)) offers a Diploma in early childhood education and the modules are as follows:

Semester I: Communication I, Early childhood development, Foundation for College Success, Pedagogical Foundations of learning, Introduction to Indigenous Studies and Introduction to Psychology.

Semester II: Children's Health and Environment, Early Learning Practicum I, Guiding Young Children's Behavior, Inquiry and Play, Observing Competence in Young Children, Strategies for Practicum Success,

Semester III: Building Inclusive Environments, Children Development, Communications II, Creating Early Learning Sustainable Environments, Interactive Learning with Children and Families, Partnering with Families in an Early Childhood Setting and General Education Elective.

Semester IV: Administration of Preschool Programs, Early Learning Practicum II and Early Learning Practicum III.

In order to practice in Ontario as an Early Childhood Educator, graduates must apply for registration in the College of Early Childhood Educators (CECE). Graduates of Fleming College will meet the education requirements for registration. Minimum Admission Requirements Students applying to Early Childhood Education must meet the following requirements:

- OSSD including Gr 12 C English
- OSSD with majority of courses at College (C) or Open (O) unless otherwise stated. Grade 12 C courses will be accepted where Gr 11 C course requirements are listed.
- Where College level courses are listed, U and M courses will be accepted.
- Two Gr 11 courses will be accepted in lieu of a Gr 12 course requirement.

Diploma in Early Childhood Education qualification compares well with both regional and international similar qualifications. Some modules that Kenya Institute of Social Work and Community Development is offering in their Early Childhood Education program are similar to the ones the developer is offering i.e. Communication Skills, Information Communication Technology, Sociological and historical foundations of ECE and Curriculum Development, Philosophical and Psychological Theories of ECE, Research Project and Teaching practical attachment.

The Early Childhood Education qualification offered by New Zealand Tertiary College, just like the developer aims to empower learners with knowledge skills, attitudes and beliefs that will enable them to be effective early childhood educators.

This qualification and Ontario College, Canada qualification equip learners with knowledge and skills on how to help young children develop their physical, social, and intellectual skills, their self-confidence and imagination. Both programs are offered in two years. An added advantage to the ECE qualification is that it



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focuses on child development and research methodology, as well as early childhood education issues that are considered as preparation for careers in public elementary schools, childcare centers, and preschools.

REVIEW PERIOD

This qualification shall be reviewed five years upon its registration or in earlier where prompted by related policy or legal changes.

Other information – please add any supplementary information to help the application for this qualification for NCQF Registration.