

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)			Imperial School of Business and Science											
TITLE		Diploma in Early Childhood Education							NCQF LEVEL			6		
STRANDS (where applicable)		1. 2. 3. 4.												
FIELD		Education and Training							CREDIT VALUE			364		
SUB FIELD		Early Childhood												
New Qualification			Legacy Qualification			Renewal Qualification			☒					
						Registration Code			Q0044					
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							
RATIONALE AND PURPOSE OF THE QUALIFICATION														
<u>Rationale</u> Provision of Early Child Care and Education (ECCE) program to all children is essential as a foundation for Primary education. Its benefits to a child among others include helping to boost cognitive and motor development as well as enhancing social skills. The pre-primary school also allows the child lots of interaction with peers which enhance their skills to share, negotiate and listening skills														

amongst others (Statistics Botswana, Pre & Primary Education Stats Brief, 2014-2016/01.P.5). According to Statistics Botswana, Pre & Primary Education Stats Brief (2014-2016/01.P.7, the total number of Pre-Schools in Botswana are increasing at a rapid rate with 645 pre-schools in 2016 owned by Council, Community, Church, Private, NGO, Staff faculty and Government. The total numbers of pre-school pupils in Botswana are 33,425. These statistics shows an immense growth in the pre-school service sector hence this qualification could foster employment opportunities for the Pre-School Teachers as well as allow the Botswana economy to cater for more pre-school learners in the coming years.

The qualification will equip the prospective student- teachers to implement child development theories in pre-schools and best mould the juveniles irrespective of the kind of circumstances from which they were nurtured. The qualification also provides future teachers with managerial skills in pre-school governance and institutional management. This has been identified by the Human Resource Development Council (HRDC) as well as the Botswana Human Resource Development Skills Fair (BHRDS Fair and Career Clinics 2018, (Pages 86-91) as the Early Childhood Education industry is one of the key sectors that make up Botswana's future economy.

Furthermore, in the stakeholders' consultative meetings/surveys conducted by the developer for the purpose of assessing the validation of the qualification during the time of its renewal, the majority of the stakeholders supported the view that the qualification, Diploma in Early Childhood Education, is still relevant in Botswana as it could create more employment opportunities. In this respect, the stakeholders provided the following recommendations to adapt the qualification according to the current needs of the industry. This facilitates the modification of the curriculum by a new module, "Entrepreneurship", to provide additional support to the graduates to plan, establish and manage pre-schools. The curriculum is also modified by increasing the weightage of the module "Practicum" to provide the learners more hands-on experiences.

This Qualification will provide the learners with a unique mix of practical focus on Early Childhood Education and grounding in the fundamentals of preschool services. This winning combination sets up the learners, unsurprisingly, the best preschool teachers and pre-school curriculum developers. Currently, there are many students in Botswana with Certificate IV and V qualifications in Early Childhood Education and therefore, this diploma qualification will assist them with progression and facilitate them to upgrade from Certificate IV or V to Diploma in Early Childhood Education.

BQA NCQF QUALIFICATION TEMPLATE

PURPOSE: (itemise exit level outcomes)

The purpose of the qualification is to equip graduates with advanced knowledge, skills, and competence to:

1. Design and implement comprehensive plan for child' development, learning by assessing their family background, culture, social status, and demographic attributes.
2. Identify the essential components and construct an effective early childhood curriculum providing valuable pedagogic activities promoting interests in art, literature, mathematics and science in the juvenile minds.
3. Manage and assess early childhood centres with conducive environments that could provide mental and physical growth of young children inclusive of children of special needs.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

Certificate IV, NCQF Level 4.

Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) are considered entry requirements for this qualification according to national policies.

(Note: Please use Arial 11 font for completing the template)

SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1.Design and construct various teaching and learning aids, assess and apply appropriate methods of teaching for pre-school children.	1.1 Identify and apply strategies to assess the target audience in the pre-school classrooms. 1.2 Design a pre-school curriculum that fosters interest in art, literature, music, math, and science through integrated activities. 1.3 Design suitable teaching aids for pre-school delivery. 1.4 Integrate information technology in pre-school delivery.

BQA NCQF QUALIFICATION TEMPLATE

	1.5 Identify and adopt suitable methods of teaching for the target pre-school children.
2. Identify the need of physical fitness and apply methods to develop mental and physical fitness for the young children.	2.1 Critique the importance of physical activities for pre-school children. 2.2 Implement systems and procedures to encourage children's physical movements in a pre-school. 2.3 Identify, plan and recommend safety procedures for the pre-schools concerning the young children at play. 2.4 Implement strategies to collaborate families and communities as part of the physical fitness and emotional development of the young children.
3. Implement appropriate arrangements to support and accommodate children with special needs in an educational setting	3.1 Identify and plan for the special educational needs for the children at a preschool. 3.2 Identify and assess admission arrangements for children with special needs. 3.3 Evaluate the assessment arrangements for the young children of special needs.
4. Demonstrate entrepreneurial skills in the planning, development, and management of childcare centres	4.1 Identify and assess the area and building suitable for childcare centres including the licensing and accreditations procedures, and staffs and their ratios, classrooms, and Indoor and outdoor play environments. 4.2 Apply skills to eliminate social and gender variance through classroom management. 4.3 Identify and assess the essentials of a daycare centre, including Health and Safety measures, cleaning materials, Furniture and

BQA NCQF QUALIFICATION TEMPLATE

	equipment, play materials, and Childcare management software. 4.4 Assess the critical issues pertaining to the management of early childhood institutions.
5. Train young children in developing emotional management skills and coping methods for handling stressful situations.	5.1 Assess young children's individual developmental and psychological needs and apply strategies to assist them. 5.2 Identify and assess young children's strengths, predispositions, interests and aptitudes or talents, and formulate plans to support them. 5.3 Identify and execute activities to promote self-esteem and self-confidence in young children. 5.4 Evaluate the long-term benefits of counselling for young children. 5.5 Identify and assess the vital situations in which a child needs counselling.

Note: Please use Arial 11 font for completing the template)

BQA NCQF QUALIFICATION TEMPLATE

SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [4]	Level [5]	Level [6]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Early Childhood Education	12			12
	Introduction to Business Communication	12			12
	Introduction to Computer Application	12			12
	Contemporary Issues in Early Childhood Studies	12			12
	Lesson Observation	12			12
	First Aid and Safety Procedures		12		12
	Reading Writing and Spelling Skills		12		12
	Mathematics, Science and Technology Skills		12		12
	Theories of Child Development		12		12
	Guidance and Counselling		12		12
	Child Development		12		12

BQA NCQF QUALIFICATION TEMPLATE

CORE COMPONENT Subjects/Courses/ Modules/Units	Early Childhood Classroom Practitioners		12		12
	Curriculum Planning and Programmes		12		12
	Families, Communities and Diversities		12		12
	Infant Toddler Care		12		12
	Art and Handwork			12	12
	Social Analysis, Gender and Society			12	12
	Practicum			40	40
	Professional Ethics in Early Childhood Education			15	15
	Health, Safety and Nutrition in Early Childhood Education			15	15
	Special Inclusive Education			15	
	Management of Early Childhood Development Institutions			15	
	IT Applications in Early Childhood Education			15	
	Psychology of Education and Socio-Pedagogic			15	
	Teaching Practice			15	

BQA NCQF QUALIFICATION TEMPLATE

STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level []	
1.					
2.					
Electives (Choose Any one)	Introduction to Project Management			15	
	Sports and Wellness			15	
	Social Education			15	
	Entrepreneurship			15	

BQA NCQF QUALIFICATION TEMPLATE

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
Level 4	60
Level 5	120
Level 6	184
TOTAL CREDITS	364

Rules of Combination:

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

Rules of Combination:

Learners must take all the fundamental modules worth 120 credits, Core modules worth 229 credits and any one of the four (4) Electives worth 15 credits to achieve a total of 364 credits to graduate in Diploma in Early Childhood Education qualification.

(Note: Please use Arial 11 font for completing the template)

BOTSWANA
Qualifications Authority

ASSESSMENT ARRANGEMENTS

Continuous Assessment (Assignments and Mid-Term Test):

The outcomes of each module in the qualification are assessed through Continuous Assessments. Fifty percent (50%) of the total marks will be contributed to the Final Mark.

Summative (Final Exams):

Summative/ final examination will contribute 50% to the Final Mark. All the assessors must have a minimum bachelor's degree in early childhood education or in the similar field, BQA assessor certificates, and a minimum three (3) years of teaching experience in the relevant field.

MODERATION ARRANGEMENTS

There will be provision for internal and external moderation, conducted by Moderators registered with Botswana Qualifications Authority (BQA) or any other recognised authority. Moderators must have a minimum qualification of bachelor's degree in early childhood education or in the similar field.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) will be applicable for consideration for award in this qualification according to applicable policies.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation Transfer (CAT) will be applicable for consideration for award in this qualification according to applicable policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Vertical Articulation-

1. Bachelor of Science in Early Childhood Education
2. Bachelor of Arts in Early Childhood Education
3. Bachelor of Science in Special Education
4. Bachelor of Arts in Special Education

Horizontal Articulation

1. Diploma in Early Childhood Education
2. Diploma in Special Education

Progression Pathways (Employment)

1. Assistant teacher at Child-care centre
2. Teacher/Childcare officers in pre-schools
3. Admin officer in a pre-school
4. Preschool Teacher
5. Early Childhood Education Consultant

QUALIFICATION AWARD AND CERTIFICATION

Learners are required to achieve 364 credits to graduate in the qualification Diploma in Early Childhood Education. Upon successful completion of the qualification, learners will be issued with the certificate, Diploma in Early Childhood Education, in addition to the transcripts.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

The developed qualification was benchmarked against the Diploma in Early Childhood Education offered regionally by the University of South Africa (UNISA), and Internationally by the Diploma in Early Childhood Education offered by Alfa International College, Malaysia.

SIMILARITIES

Title: The title of the reviewed qualification is Diploma in Early Childhood Education. The title of the compared qualification offered by the University of South Africa is Diploma in Early Childhood Education, and the title of the international qualification offered by Alfa International College, Malaysia is also Diploma in Early Childhood Education. Therefore, the titles of the qualifications offered by the similar qualifications of three countries are same.

NQF level: This qualification is at NCQF level 6. The qualification offered at the University of South Africa is also pitched at NQF level 6, and the qualification offered by Alfa International College, Malaysia, is MQF level 4. This is due to the difference in the credit weightage, that is 1 credit in Malaysia is equivalent to 40 hours of work, whereas in Botswana, it is equivalent to 10 hours. Therefore, the levels of the qualifications are equal despite the difference in the credit weightage formula. Similarly, though each country has its own specific terminology for the Level Descriptors, they are all equivalent to the NCQF level displayed by this qualification.

Credits and Duration: This qualification has 364 credits and a 3-year duration. The qualification offered by the University of South Africa, and the Alfa International College, Malaysia is also having 240 credits each and a 2-year duration, respectively. This is because they enrol students from A-Levels, whereas institutions in Botswana enrol students from BGCSE/IGCSE; hence, there is a difference of a full academic year, which is equivalent to 120 extra credits.

Main Exit level outcomes: They are similar for all qualifications since all the qualifications are pitched at level 6 according to the standard of the qualification framework of the countries of their origin. Besides, all the qualifications aimed to prepare the learners to execute skills to prepare effective early childhood curriculum aiming child development, providing valuable pedagogic activities, promoting interests in art, literature, mathematics and science, and to manage and assess early childhood centres with conducive environments.

Main modules: The core modules of the different qualifications are distributed in the following manner. That is, this qualification has 15 core modules, Alfa International College, Malaysia has 12, and the UNISA, South Africa, 15. Besides, there are similarities in the titles of vital modules shared by the qualifications with which the submitted qualification was benchmarked. Therefore, this qualification is well balanced among the benchmarked.

Assessments: All the qualifications have both Formative and Summative assessment practices.

Qualification rules and minimum Standards for the award of the qualification

The qualification rules and minimum standards for awarding the qualifications are also similar to all three qualifications. Candidates are required to pass a minimum of 364 credits through the required fundamental, core, and elective modules. In regional and international qualifications, students must achieve a minimum 240 credit value.

Pathways: The pathways of this qualification are similar to the qualifications compared.

DIFFERENCES

Entry Requirements, Credit Value or Duration and NQF levels:

The entry requirements of the qualifications offered regionally and internationally differ slightly, as reflected in their total credit values and duration. Though the level descriptors are named differently in the qualifications offered in the University of South Africa and Malaysia, they are equivalent to the NCQF framework of Botswana.

Domains/Modules/Courses/Subjects covered (Fundamental, core & electives)

BQA NCQF QUALIFICATION TEMPLATE

Although the structure of the qualification, including fundamentals, cores and electives for the developed qualification, aligns with those of the qualifications it was benchmarked against, there are some slight differences in terms of the exclusion of the module facilitating the fundamentals of computer applications for the regional and international qualifications.

Conclusion: This qualification is similar to the benchmarked qualifications with respect to the purpose, critical exit learning outcomes, level descriptors, assessment practices, and learning and employment pathways. The differences are the duration of the regional and international qualifications because of the A-level entry points, and the difference in titles.

REVIEW PERIOD

The qualification will be subjected to a review after every 5 Years.

(Note: Please use Arial 11 font for completing the template)

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	