

QUALIFICATION SPECIFICATION							SECTION A
<b>QUALIFICATION DEVELOPER</b>		<b>QUALIFICATION DEVELOPMENT PANEL:</b> RAVOS Technical College BA ISAGO University Logan Business College Bosa Bosele Training Institute Gaborone University College of Law and Professional Studies Serowe College of Education Botswana Open University					
<b>TITLE</b>	Certificate V in Early Childhood Education			<b>NCQF LEVEL</b>	5		
<b>FIELD</b>	Education and Training		<b>SUB-FIELD</b>	Early Childhood Education			
New qualification	√	Review of existing qualification					
<b>SUB-FRAMEWORK</b>	General Education		TVET	√	Higher Education		
<b>QUALIFICATION TYPE</b>	Certificate	√	Diploma		Bachelor		
	Bachelor Honours		Master		Doctor		
<b>CREDIT VALUE</b>					120 credits		
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>							
<b>Rationale</b>  <p>The need for high quality early childhood education in Botswana has increased steadily over the years as people became more aware of the importance and benefits of appropriate early childhood education. Hence, the demand for qualified early childhood education teachers also escalated. The number of schools offering early childhood education has increased at a rapid pace. New qualifications and learning methodologies are being introduced in these schools and because of that, schools are looking at teaching experts who have experience and talent to teach young children. In the coming years when parents are going to be even busier, the demand for high quality preschools and qualified teachers and preschool personnel is likely to increase.</p> <p>The developer recognises the importance of running qualifications that are of benefit to the trainees, community, the industry, government and the nation at large. Before developing the qualification, the developer made enquiries with the former Tertiary Education Council (TEC) on skills and programs that the local industry required the most. The working class around Southern region commute to Gaborone to further their qualifications because Colleges in the Southern region are not offering qualifications relevant to their needs. In the past Botswana also experienced an influx of foreign teachers in early childhood settings. Batswana were taking other preschool positions instead of teaching because they had no qualifications in early childhood education. 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 polices such as the Education and Training</p>							

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.

## **PURPOSE**

The purpose of the Certificate in Early Childhood Education qualification is to prepare early childhood professionals who have the knowledge and skills to develop the child in a holistic manner; encompassing the physical, social, cognitive, creative, emotional and moral development. The qualification endeavors to prepare professionals who are able to teach and guide young children, ensure that they are in safe and healthy learning environments, and maintain responsive relationships with them and their families. The qualification will provide candidates with not only appreciation of the theoretical issues involved in the study of early childhood education but also a range of practical skills which will enhance their value to the education of young children. 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.

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

NCQF Level 4, Certificate IV, or equivalent, with a Credit in at least 3 subjects including English Language. Experience in Pre-school teaching and Early childhood care will be an added advantage.

Junior Certificate school leavers who are currently teaching in pre-schools to be admissible to the qualification through RPL.

<b>QUALIFICATION SPECIFICATION</b>	
<b>SECTION B</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
1. Demonstrate knowledge and understanding of domains of child development	1.1. Trainee to show evidence of the ability to create: 1.1.1. Schedules of indoor and outdoor activities 1.1.2. Children's portfolios 1.1.3. Children's developmental checklist
2. Demonstrate knowledge and skills to provide high quality care and education to young children.	2.1. Trainee to demonstrate ability to: 2.1.1. Deliver a lesson 2.1.2. Make colorful charts and wall displays that are educational 2.1.3. Create conducive classroom environment 2.1.4. Create developmentally appropriate learning equipment
3. Exhibit understanding of play and creativity in early childhood	3.1. Test trainee on ability to: 3.1.1. Engage young children in free play 3.1.2. Use of concrete media which comes from the immediate environment of the learners implements activities that show creativity in young children. 3.1.3. Understand children's creative behaviors 3.1.4. Create and organize development and learning activities in different play spaces
4. Demonstrate an understanding of the foundational knowledge and skills needed to work with children aged 0-5.	4.1. Trainee to show evidence of the ability to: 4.1.1. Use children's communication books to communicate with parents and guardians. 4.1.2. Organize open day events and meetings with parents 4.1.3. Involve families in their children's development.
5. Plan and prepare culturally responsive and developmentally appropriate classroom and curriculum experiences for young children.	5.1. Test Trainee on ability to: 5.1.1. Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families 5.1.2. Create learning environments that are sensitive to cultural, linguistic, and other differences.
6. Demonstrate knowledge and understanding of Safety, health, hygiene and nutrition of young children	6.1. Trainee to show evidence of the ability to: 6.1.1. Develop menus for children who are economical and nutritive for their preschools. 6.1.2. Maintain, monitor and ensure that learning environments for early childhood learners are safe, healthy and of quality. 6.1.3. Select and create safe toys that are beneficial for child's developmental abilities. 6.1.4. Select and create safe toys that offer worthwhile play and learning experiences for young children.

**BQA NCQF Qualification Template**

**DNCQF.FDMD.GD04**

**Issue No.: 01**

7. Demonstrate knowledge of Curriculum development in early childhood education	<p>7.1. Test trainee on ability to:</p> <p>7.1.1. Use developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.</p> <p>7.1.2. Design and implement age appropriate activities.</p> <p>7.1.3. Design, implement and evaluate inclusive 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.</p>
8. Monitor and assess children's development.	<p>8.1. Test trainee on ability to:</p> <p>8.1.1. Use various observation and recording methods.</p> <p>8.1.2. Monitor and document children's development.</p>

<b>QUALIFICATION STRUCTURE</b>			
			<b>SECTION C</b>
<b>FUNDAMENTAL COMPONENT</b> Subjects / Units / Modules /Courses	<b>Title</b>	<b>Level</b>	<b>Credits</b>
	Information Technology	4	10
	Communication & Study Skills	4	10
<b>CORE COMPONENT</b> Subjects / Units / Modules /Courses	Curriculum Development	5	15
	Play and Creativity in Early Childhood	5	15
	Classroom Management and Guidance	5	10
	School, Family and Community Partnership	5	5
	Monitoring and Assessing Children's Development	5	10
	Supervised Teaching Practice & Portfolio for Child Study	5	20
	Safety Health, Hygiene and Nutrition	5	10
	Domains of Child Development	5	15
<b>ELECTIVE COMPONENT</b> Subjects / Units / Modules /Courses			
<b>TOTAL CREDITS</b>			<b>120</b>
<b>Rules of combinations, Credit distribution</b> (where applicable):			
A trainee must successfully complete a total of one hundred and twenty (120) credits of competency, consisting of:			
<ul style="list-style-type: none"> <li>Level 4: Twenty (20) credits of the Fundamental modules</li> <li>Level 5: One hundred (100) credits of Core modules.</li> <li>Elective components zero (0)</li> </ul>			

## **ASSESSMENT AND MODERATION ARRANGEMENTS**

### **Assessment Arrangements**

This qualification will be assessed through both Formative and Summative assessment in an integrated manner.

- **Formative/Continuous Assessment** will be done through practical and theoretical assessments and will contribute 50% to the final grade.
- **Summative Assessment** will be done through examination which will contribute 50% to the final grade.
- Quality Assessors, appropriately trained with current knowledge/ experience of the content, drawn from Academic Committee will be present at some lectures and workshops and will evaluate the quality of the learning experience.

### **Moderation Arrangements**

#### **Internal moderation requirements**

- i. All assessment instruments should be internally moderated before administration
- ii. All marked scripts should be moderated internally
- iii. The preparation of the moderation should be accompanied by the Assessment Matrix.
- iv. Reports and associated documents to be in place for external moderation should include but not limited to:
  - Qualification document
  - Assessment Instrument
  - Assessment design and alignment matrix
  - Marking key
  - Internal Moderation report
  - List of candidates and scores attained (Module – wise report)
  - Examination Attendance register

#### **External moderation requirements**

External moderation is a final check, by external subject experts, that the examination and marking is at the right standard for the type and level of the qualification. External moderation exercise may lead to a decision to change marks. Each sub-field will have a Substantive External Examiner.

All final exams within the department shall be subjected to external moderation by an accredited and registered body or individual acknowledged by the BQA. Also, to be considered are the qualification regulations and required credits/hours to be attained.

#### **Moderation**

- The College Director 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 undertake 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 consider 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 Curriculum Committee for approval.
- After approval, the mark sheets and reports are passed on to the College Director then Academic Director and finally then institution Board for endorsement.

#### **RECOGNITION OF PRIOR LEARNING (if applicable)**

- The developer recognizes knowledge and skills acquired through formal and non-formal 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 should be assessed and/or certificated.
- 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 institutions 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 a 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 the program at least 4 weeks before the registration closing date. The training provider needs to know what the candidate studied, where and when and evidence of the previous study must be provided.

**Guidelines on Credit Accumulative Transfer**

- ETPs offering learning programmes related to this qualification may enroll students who may have not completed a qualification but have completed part of it.
- Modules exemption shall be based on credits accumulated.
- Developer shall make a collaborative assessment with another institution with regards to on-the-job-training to ascertain the hours accumulated based on the years of experience.

**PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

After attaining the certificate in Early Childhood Education qualification, candidates can progress to:

**Vertical articulation**

- Diploma in Early Childhood Education
- Diploma in Primary Education
- Diploma in Special and Inclusive Education, and
- Any other relevant qualification in Education
- Degree in a related field

**Horizontal articulation**

- Certificate in Community Based Work with Children and Youth
- Certificate in Guidance and Counselling
- Certificate in HIV and AIDS Counselling
- Certificate in First Aid
- Certificate in Social Work
- Certificate in Community Health

**Diagonal articulation**

- Diploma in Business Management
- Diploma in Project Management
- Diploma in Leadership and Management
- Diploma in Entrepreneurship
- Degree in a related field

**EMPLOYMENT PATHWAYS:**

After completion of the qualification, graduates can be employed as:

- Preschool/Reception class teacher assistants/Aides
- Childcare assistants
- Child Care givers
- Family day care operators

**QUALIFICATION AWARD AND CERTIFICATION**

- To be awarded Certificate in Early Childhood Education a candidate should be expected to have successfully achieved **120 credits** composed of 20 credits for Fundamental Components and 100 credits for Core Components.
- Final assessment shall be by continuous assessment, final examinations and a project as follows:
  - i) Continuous Assessment shall constitute 40% of the final mark.
  - ii) Final Examinations shall constitute 60% 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%
- ii) A Supplementary examination will be expected to be written within 3 months of the final examination.
- iii) Re-sit examination for candidates who have not passed the exams will be scheduled the following year during regular examination period.
- iv) Candidates may re-sit an examination only once.

### **Certification**

A Statement of results is prepared by the Examination Panel and released after the endorsement of results by the College Executive Board. The contents of the Statement of results shall be as follows:

- v) The modules will be listed with the final marks and grades obtained.
- vi) Overall grade will be included on those who have passed all subjects.
- vii) Certificates will be issued after release of statement of results to allow time for any complaints from candidates
- viii) A secured certificate (see attached specimen) signed by the Academic Director shall be issued to graduates at Graduation Ceremonies.

### **REGIONAL AND INTERNATIONAL COMPARABILITY**

1. Namibia College of Open Learning: the college offers Certificate in Early Childhood Development (CECD) qualification to provide an opportunity and appropriate training for ECD students so that all children in Namibia at pre-school level have access to well-trained staff that offers suitable and appropriate services at ECD centres. Admission requirements are: A Grade 12 (20 points in six subjects), E-symbol in English OR Grade 10 (25 points in six subjects), E symbol in English, and 3 years relevant working experience edu-carers in the Industry and members of the general public who meet the admission requirements and would like to pursue a career in this field. This is an eighteen month distance education study programme and students are supported through contact sessions. The programme consists of 12 Modules in: Early Childhood Development within Namibian Context, Management and Administration, Hygiene and safety, Nutrition and safety, Development areas and Stages of the child, Foundation level ICT literacy, Basic word processing, Pedagogy, Education resources and Practicums.
2. Damelin, South Africa: offers a Higher Certificate in Early Childhood Development (ECD). This is a 24 months 'full time qualification that requires students to cover the following modules to attain the qualification: Mediating Learning, Literacy, Numeracy and Life Skills, Managing a Learning qualification Safety, Nutrition and Healthy Development, Computer Skills, Communication Skills, Basic Financial Skills, Working with Colleagues, Families and Communities, Assessing Children's Progress, Professional Practice in ECD, and ECD Practical (1st and 2nd semester). Entry Requirements are: English language at NQF 4 /Grade 12 or equivalent, Mathematical Literacy at NQF 4 /Grade 12 or equivalent, and a South African second language at NQF 4 /Grade 12 or equivalent. The qualification



includes a compulsory Workplace Learning component. Workplace Learning addresses specific competencies identified for the acquisition of the qualification, which relates to the development of skills that will make the learner employable and will assist in developing his/her personal skills. Students are prepared for careers such as Caregiver, ECD Practitioner and ECD Entrepreneur.

3. Douglas College, Canada: The College offers Early Childhood Education (ECE) Certificate Program that prepares students to become qualified Early Childhood Educators who contribute to the well-being of children, families and their community. The program integrates theoretical material with laboratory and practicum experience to give graduates the skills and knowledge to work with new-borns through to children eight years of age. Students learn to assess and guide child development, promote health and nutrition, communicate and collaborate with children and caregivers, and manage a child care setting. The qualification is on full time or part time basis, but students must complete 46 credits over a period of three semesters in order to graduate. ECE certification allows graduates to apply for a provincial licence to practice as an Early Childhood Educator, while continuing to study part-time to earn an ECE Diploma in Special Needs. Upon earning the diploma, graduates can apply for a provincial licence to practice as a Special Needs Educator. Graduates may also choose to return for a post-diploma Certificate in Infant and Toddler Care.
4. University of California Santa Cruz, Silicon Valley Extension: offers a two-track (full time or part time) Early Childhood Education Certificate qualification that equips entry-level students with a strong foundation in child growth and development, literacy, and age-appropriate teaching strategies, developmentally based curriculum, and current research and trends. Students develop skills to teach and supervise infants, toddlers, and young children while working toward a Child Development permit. Some of the courses taken are: Development in early childhood, Introduction to teaching young children, Curriculum development in early childhood qualifications, Child health, safety and nutrition, Practicum in early childhood development, Language and literacy for the young child. Total Required credits are: 10–13 courses/35 units. Take 9 core courses (32 units) and 1–3 elective credit courses (3 units). End with certificate of completion review. A full-time student can complete the certificate in 9–12 months.

The ECE Certificate qualification compares well with similar international qualifications. All the qualifications offer child development theory, developmentally appropriate practice, a sound understanding of holistic development including facilitating learning through play, awareness of nutrition, safety and health issues. The qualification also compares well in terms of duration as it lasts for two years, almost the same with the Namibian qualification that takes 15 months. The University of California qualification is completed within 9 to 12 months more or less the same with that of Douglass College that lasts for three semesters (12 months). Learners go for a full semester teaching practice.

#### **REVIEW PERIOD**

The qualification shall be reviewed after 5 years of implementation or in cases of unexpected changes with the national education system

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