QUALIFICATION SPECIFICATION SECTION A						
QUALIFICATION DEVELOPER	NAMPOL COLLEGE OF EDUCATION					
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						
RATIONALE AND PURPOSE OF THE QUALIFICATION						

The Diploma in Education - Early Childhood is expected to provide trainee teachers with an opportunity to acquire key competences, skills, values and positive attitudes that are useful in facilitating the learning of the young children. Early Childhood Education is vital to the development of the young children of the nation and is not an end but a means to an end.

This qualification shall further provide trainees with the requisite knowledge, skills and attitudes to be applied in the teaching and management of Early Childhood Education centers.
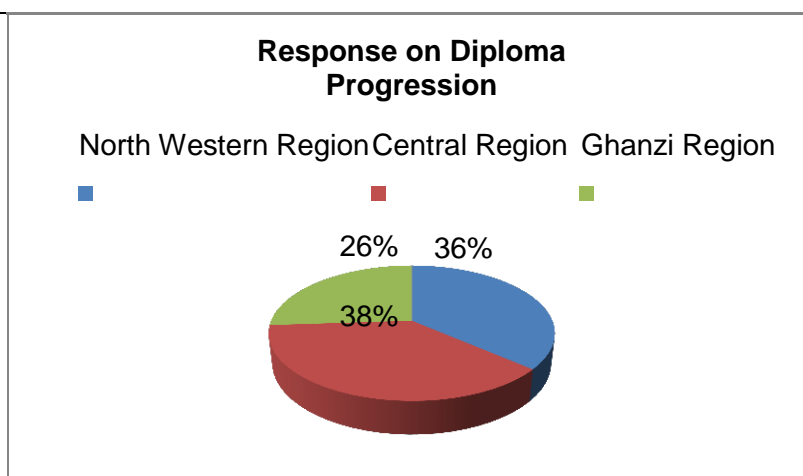After having achieved this qualification, the trainee teachers should further be able to:

- Plan, execute and evaluate instructions from an approved syllabus.
- Provide necessary materials, in order to facilitate learning and encourage the physical, social, moral and intellectual development of a learner.
- Understand the role of parents and the community (vital stakeholders) in early childhood Education.

The need for this qualification was supported by almost all the Primary Schools in Kweneng District inclusive the Regional District education office, the Examination Council of Botswana, Kweneng District Council as the Licensing authority for Early Childhood Centers and the Office of the Paramount Chief of the Bakwena tribe respectively. From the findings of the research on needs assessment of the community on early childhood education, the introduction of a Diploma in Education: Early Childhood was justified. To support this rationale, see attachment labelled – Index 1 (Needs Assessment). The need for this qualification has also been reflected nationally by research findings representative of other regions of Botswana (See the questionnaires attached as additional information reflecting the need for this qualification nationally). The government policy of introducing pre-primary education in all the 750+ primary schools in Botswana also strengthens the need to train more Pre-primary school teachers at diploma level and above, so as to match the national, regional and international qualifications standards.

Furthermore, the enrolment pool over the years at certificate level and the need for the students to progress further in their studies national-wide justified this progression. Confer to the table below and the evidence provided:

ENROLMENT AT CERTIFICATE LEVEL OVER THE YEARS FROM OTHER REGIONS OTHER THAN KWENENG:

	Year	No. of students enrolled	Response on diploma progression
North-Western (Maun, Kasane)	2016	20	15 (75%)
	2017	25	20 (80%)
	2018	37	25 (68%)
Central (Serowe)	2016	15	10 (67%)
	2017	26	22 (85%)
	2018	35	30 (86%)
Ghantsi	2016	10	8 (80%)
	2017	16	12 (75%)
	2018	28	23 (82%)

Response on Diploma Progression

North Western Region   Central Region   Ghanzi Region

26%   36%

38%

NB: A questionnaire was administered to investigate the need from students for progression into the diploma programme and the responses were captured as above. See sampled questionnaires below:

ENTRY REQUIREMENTS (including access and inclusion)

Prospective candidates should have attained:

- Five (5) O level passes at BGCSE or equivalent with credits (grade C or better) inclusive of English; translating to 30 points or better.
- In-service teachers (Holders of ECE Certificate/ any certificate in teaching qualification

QUALIFICATION SPECIFICATION SECTION B	
GRADUATE PROFILE (LEARNING OUTCOMES)	**ASSESSMENT CRITERIA**
Having successfully graduated with a Diploma in Education: Early Childhood, the student should be able to:	The graduate profile (Learning outcomes) shall be assessed in the graduates through their ability to:
• Demonstrate necessary knowledge, skills and competencies of identification, classification and handling processes involved in child development.	• Analyze the different factors of child development and related processes. • Implement the planned teaching and learning activities for young learners and give feedback in relation to the structured and unstructured activities (play) in child development.
• Apply the various components of theories of Child development as extrapolated by different theorist on Early Childhood Education	• Exhibit considerable responsibility and accountability for own work and that of others within ECE framework. • Demonstrate the ability to be innovative and creative through play.
• Understand the relationships and influences that the Home, ECE Centre and Society have on child development	• Practice problem solving skills to enhance the relationship between ECE Centre and Society • Apply and build consensus team work among various social entities involved with Child Education, Care and Development; such as the home, ECE Centre and Society at large • Demonstrate key abilities such as analysis of Early Childhood Education practice and effective communication

	with various stakeholders.
• Prescribe and employ skills and knowledge on ECE education to enhance the vision goal (2036) of an educated and informed nation.	• Implement the national policies on early childhood education.

QUALIFICATION STRUCTURE

SECTION C

FUNDAMENTAL COMPONENT	Title	Level	Credits
Subjects / Units / Modules /Courses	Sociology of Early Childhood Education	6	30
	Special Needs Education Guidance and Counselling	6	30
	Research Methods in Early Childhood Education	6	30
	Child Psychology and Education Psychology	6	30
	Organization Management and Administration	6	20
	Research paper (Research project)	6	10
CORE COMPONENT	Health, Environmental Science and Pre-Mathematics	6	30
	Early Childhood Curriculum	6	20
Subjects / Units / Modules /Courses	History and Philosophy of Early Childhood Education	6	30
	Creative and Expressive Activities	6	30
	Parenting, Child Protection and Teaching Children in Early Childhood Education	6	12
	Teaching Practice (preparation & review)	6	10
	Language Development and Communication Skills	6	20
	Production of Teaching and Learning Aids	6	10
ELECTIVE COMPONENT	IT Applications	6	12
	Entrepreneurship	6	12
Subjects / Units / Modules /Courses	Comprehensive Sexuality Education	6	12
	History and Religious Studies	6	12

Rules of combinations, Credit distribution (where applicable):
Choose any 2 from the electives.

All the modules are supposed to be passed for one to graduate in this programme. For detail on credit distribution refers to the table 'Time/Credit Allocation" on page 6.

ASSESSEMENT AND MODERATION ARRANGEMENTS

ASSESSMENT ARRANGEMENT

Assessment Criteria for Award of Diploma in Education: Early Childhood

1. **Conditions for the award of the Diploma**

   In order for a student to be awarded the Diploma in Education: Early Childhood, she/he must pass the following:

   - Teaching practice
   - All modules under this qualification including the two Elective opted by the student

2. **Type of Assessment approach**

   The students will be assessed on namely: continuous assessment and final examination. The assessment is undertaken by both internal and External examiners

3. **Continuous Assessment**

   - It is the assessment of students done during the course. It is normally referred to as course work. Usually they take the form of assessment, tests, and projects on a study period.

Study period	No of assignments	No of tests
2 years	6	6

   - A student has to pass course work (40%) in order for him/her to sit on the final examination.
   - The course work results should be finalized before the final examination.
   - The final course work mark is moderated by the external examiners.
   - ☐

4. **Final Examination**

   - Final examination refers to the examination given to students at the end of the programme of study.
   - The structure of the final examination paper will be as follows:

     - Section A (20 marks) – Multiple choice

     - Section B (20 marks) – Structured questions

     - Section C (60 marks) – Essay questions

COMPUTATION OF FINAL MARK

   - In order to pass a study area, candidates must score at least 40% in both course work and final Examination.
   - The final Mark/grade of a candidate is based upon a weighted average (WA) of the course work and Final Examination.(FX).
   - The weighted average is arrived at using the following formula below.

FG = CW+E

> **FG= Final Grade**
> **E= Final Examination**
> **CW = Continuous Assessment + Teaching Practice**

Where CW represents coursework mark and E is Examination mark, expressed as a percentage. All averages are worked out to the nearest whole numbers i.e.5 and above are rounded up and below 5 are rounded down for example 56.4 and 56.5 becomes 56 and 57 respectively.

When a student has passed both coursework and Final examination his or her final mark (expressed as a percentage as described above is converted to an appropriate grade according to the scale given. Certificate Classification is based on the performance of the candidate in all subjects taken in the course.

1. Classification of marks

Marks for the final award are classified as follows:

PERCENTAGE	NUMERICAL SCALE	LITERAL SCALE	CLASSIFICATION
86% above	9	A+	Distinction
76– 85%	8	A	Distinction
66–75%	7	B+	Merit
56 – 65%	6	B	Credit
46 – 55%	5	C+	Definite Pass
40– 45%	4	C	Bare Pass
30 – 39%	3	D+	Bare Fail
0 – 29%	2	D	Definite Fail

INTERNAL MODERATION

The Advisory Assessment Committee is responsible for internal moderation. The committee consist of the Vice Principal (Academics), Vice Principal (Administration) and all Heads of Departments. After examinations items have been set by the responsible lecturers they are submitted to the HOD who presents them to the internal moderation committee who will sit down and scrutinize the test item for quality assurance and approval.

EXTERNAL MODERATION

External moderation is done by the appointed moderators from reputable colleges, universities and industry appointed by the Quality Assurance Committee endorsed by the College Governing Body. The Internal Advisory Committee presents the exam items to the external moderators for scrutinization, validation and approval.

1. COURSEWORKMODERATION

Introduction

In the College the assessment is divided into two main parts namely;

- **Final Examination**

Final Examination takes on the summative one. Summative assessment is done at the end of the programme or courses so as to measure the extent to which the student has acquired desired skills, values, knowledge and attitudes

Continues Assessment

Continuous Assessment (CA) plays the formative role. The Formative assessment takes place during instruction to provide feedback to teachers/lectures and students on student's progress towards the attainment of desired objectives and to identify are as that need further attention. The tasks are assigned by lecturers and undertaken by students as part of their final assessment for the award of a certificate or diploma. There are in place procedures to assess not merely narrow intellectual areas but also attitudinal and dispositional outcomes and such areas as innovativeness, problem solving ability, inquiry and capacity for life- long learning.

- **Nature and types of continuous assessment tasks**

These continuous assessment tasks should be aimed at achieving the aims or goals of the programme; they should also be aimed at achieving the specific objectives of each subject syllabus. It is also expected that the tasks will generally be at the right depth in terms of content/subject material coverage, level or degree of difficulty and analysis of issues. They should also enable students to learn more by researching further and beyond what they have learnt in class. The most common coursework tasks are given in the form of assignments, tests, practicals, projects and promotional examinations. The assignments and tests questions should be clear and relevant to the syllabus. Due to possibilities of plagiarism, cheating and copying from each other in assignments, tests are given a little weighting than the latter to ensure that each student's individual contribution must be isolated and assessed accordingly. In practical subjects, at least one of the coursework tasks must involve practical work. College assessment tasks are categorized and implemented as follows:

- **Assignments:**

Lecturers are required to give as many assignments as possible as they deem it appropriate to research and have time for independent studies. The number of marked and recorded assignments depend on the duration of the course/programme (see Table1.1).

- **Revision test/quiz:**

Likewise, lecturers are required to give reasonable number of revision tests/quiz normally a test at the end of each syllabus topic.

- **Quarterly Tests:**

The College runs quarterly tests to ensure that the students effectively revise topics covered and prepare themselves for final examinations. The number of quarterly tests depends on the duration of the program/course (see table 1.1). These tests are taken seriously by the College as they contribute to the final assessment.

- **Project**

The College Policy is that for programs in which a project forms part of assessment, a student must submit, two months before final assessment a Project in the program of study. This will be structured and monitored by the department.

- **Mock Examinations:**

The College helps students prepare for the final examinations by running mock examinations. This gives the students a feel of what the final examination will be like and help them to gather confidence and be ready for the final examination. This mark contributes to the final assessment.

- **Teaching practice / Industrial attachment:**

It is compulsory for all students to undergo Teaching practice/Industrial attachment. This mark contributes significantly to final assessment

- **Coursework Marking**

The marking of all coursework items or tasks by the internal examiners or college lecturers are executed professionally. This means that the marking must be fair, thorough and provide clear guidance through appropriate comments. Fairness implies that the examiner/ marker has a marking key to guide him/her in the awarding of marks: it also means that students are awarded marks and grades in a consistent manner and on the basis of what they have written. Similarly, thoroughness calls for consistency in the way questions are marked in the different scripts and accuracy in the addition of subtotals, their totaling and the transfer of total marks from the scripts to the mark sheets. Furthermore, thoroughness would mean that everything that the student has rewritten is read by the marker and acknowledged with appropriate comments also means that the examiner should be able to briefly justify or explain why fewer or more marks have been awarded. He/she should briefly state what is wrong, what is lacking or missing and/or what needs to be done by the student. These comments are important for the student to learn more and improve in their work

**NB: (a) Apart from the expected answer points and ideas contained in the marking key, it is important that the examiner checks for
and partly grades the student's assignment essays and tests scripts on the basis of the following criteria;**

- Acceptable academic writing skills e.g. correct citation and quotation of other people's work
- Good language and communication skills, i.e. correct grammar, spelling of words and clearly explained ideas/points
- Relevance of answers to questions i.e. question –focused essays, answers and examples.
- Adequately long and exhaustive answers. An essay answer should be long enough to be called an essay; it should be written in prose and not in note form; it should also explain or elaborate on ideas or points. On the other hand, short answers should be one or two

paragraphs long and not one word, unless they are objective type of answers.
- Originality of ideas and answers i.e. the answers should either be unique or show clear evidence of reading and research by the student.

(b) The criteria above are very important because they form part of what the external examiners look for in external assessment and
moderation of candidate's coursework.

- **compilation of coursework results and related documents**

The importance of continuous assessment in the overall assessment and certification of students (as explained under introduction above) means that course results and other related documents must be well compiled for easy reference by interested parties such as supervisors , external examiners and candidates themselves. Therefore, after marking, the marks and grades of the coursework items should be carefully and accurately recorded. To facilitate this, a properly designed mark sheet is used by the internal examiner or subject lecturer. The mark sheet should bear the college name, department name and subject name as headings and then the student's name, examination numbers and the marks. For component subjects that have to be combined to come up with one mark/grades such as Education and methodology components in all subjects, there is need for a combined mark sheet showing each contributing component subject's mark. In this case, care has to be taken to ensure that the marks recorded on the subject mark sheet correspond with the marks recorded on the component subject mark sheet. See College mark sheet on the page below:

In order to ensure that there is proper documentation of coursework and its results, the College recommends that the following two key files should be prepared or maintained by lecturer's and departments:

- The subject file.
- The candidate's file.

In the subject file, the following important documents should be compiled or filed:

- The subject syllabus, schemes and records of work.
- Question papers for the assignments, tests, projects and practical's done
- Marking keys for the assignments, tests, projects and practicals done.
- The coursework mark sheet for the subject

It is emphasized that a minimum of five course work tasks are supposed to be done for the purpose of coursework moderation for every academic year.

The candidate's file should contain marked assignments and tests scripts and likewise subject file should have a minimum of five of these items. In order to ensure that these files are prepared and available for coursework moderation, lecturers and departments should encourage students to keep all their scripts for revision right from first year, instead of throwing them away. It should be made clear to the students that their course would be moderated by external examiners as part of the examination and assessment process.

As can be seen, above, these two files are very important because the moderation of coursework results by the external examiners are part of the examination and assessment process.

- **Coursework moderation procedure and requirements**

In order to have a successful coursework moderation exercise, the following procedure and requirements are adhered to:

- The college authorities ensure that the teaching of the subjects, the assessment of students, and the compilation of results is successfully done and completed in good time before the beginning of examinations.
- The college must appoint the External moderator for coursework in good time and all expenses paid for.
- The college should ensure that all necessary documents are ready. The subject files and the candidate's files and all the various documents that are supposed to be contained therein must be made available to the external examiners.
- The candidate's files should be arranged in three categories of low, middle and high scoring candidates so that the external examiners can easily look at samples and if necessary find files for specific candidates.
- All problematic cases and situations should be disclosed to the external examiners at the beginning of the moderation exercise and the files for such cases set aside for easy reference.
- All internal examiners should be available for consultation by the external examiners during the course of the moderation exercise.
- The internal and external examiner of a particular course meet to discuss and agree on the issues related to the course regarding the moderation work.
- External examiners meet for sharing of the findings in each of the courses while the Assessment Advisory Board takes note of the recommendations and discussions taken by the external examiners.
- The chief External Examiner presents the report to the College Board of Examiners. There after, the coursework composite results are presented, discussed and recommendations made.
- The internal and external examiners sign copies of the coursework results for each candidate. The external examiner must go with one or two copies of the approved results

2. PREPARATION AND MODERATION OF EXAMINATION QUESTIONPAPERS

Introduction

Assessment plays an important role in the teaching and learning process. Some of the purposes of assessment, whose instruments are tests and examinations in education are;

- to determine the extent of acquisition of desirable skills, attitudes, values and knowledge;
- to judge learners' skills and characteristics as a basis for placing them in the educational ladder;
- to monitor the progress of learners, to determine the degree of learners' mastery of the skill or material being taught;
- to measure the amount of retention, transfer or integrating results from the learning experience as a basis for grading and certification.

External and Internal Examiners

In order to ensure that the highest possible academic and professional standards are maintained in the College, the College through the Quality Assurance Committee appoints external examiners from reputable Colleges and Universities to make an External Examination Committee. The External Examiners are appointed on the basis of their professional qualifications and specialization in the subject areas concerned. They are therefore experts who are supposed to provide guidance to the college in their subject areas. Similarly, internal examiners are college lecturers supervised by Assessment Manager (vice Principal). These lecturers are BQA accredited in their various disciplines and appointed by the Board of Governors of the College on the basis relevant academic/professional qualifications and relevant experience.

However, the relationship between the External Examiners and college lecturers or Internal Examiners should be that of professional colleagueship, aimed at professional growth for both parties and high quality teacher in general. As such, the relationship should be based on mutual respect and regular contacts and exchange of ideas and materials is encouraged.

PROCESS

Before looking at the criteria used in the actual moderation of examination question papers by external examiners, it is important to mention the following stages in the handling of the question papers.

- Draft examination papers accompanied with marking keys and syllabus documents are presented to the Examination committee by the Assessment Manager (who is the Vice Principal of the College) one month before the examinations begin.
- The Examination committee will assess the examination paper together with the marking key provided.
- External Examiners return the papers with moderation comments or reports to the advisory Unit.

- The draft examination papers, marking keys and external examiner's comments and other documents are handed back to the Assessment Manager.
- The college, through the Advisory Assessment Committees co-opted Lecturers will effect all or some of the recommendations and changes suggested by the external examiners on the final examination paper before candidates sit for the examinations. Note that it is necessary that all the recommended changes are effected unless the internal Examiner or college has a very good reason for not doing so.

NOTE: The Advisory Assessment Committee **should not change or include** any question in the examination paper after the moderation exercise without consulting the Chief External Examiner.

3. EXAMINATION QUESTION PAPER MODERATIONCRITERIA

The following criteria or points are considered by External Examiners in moderating draft question papers.

- **Clarity of questions**
    - ✓ Clear language
    - ✓ Easily understood by candidates
    - ✓ Task in the questions clear to candidates
- **Relevance to Syllabus**
    - ✓ Questions should be based on approved subject syllabus, not other syllabuses.
    - ✓ Knowledge and skills tested should be in line with aims and objectives of the syllabus.
- **Depth of Questions**
    - ✓ Appropriate to the level work of study.
- **Variety of question types**
    - ✓ Different types of questions
    - ✓ Some should be recall, while others are analytical types of questions.
    - ✓ Recall- refers to remembering and reproducing important facts, Ideas and issues (usually in long answer/essay form)
- **Coverage of the Syllabus**
    - ✓ Syllabus usually has sections covering different components of the subject area.
    - ✓ Questions should cover all or as many sections as possible.
    - ✓ Final Examination paper should cover the whole syllabus.
- **Internal Consistency of the Question paper**
    - ✓ Layout- should proceed from easy questions to complex ones.
    - ✓ Mark distribution to different sections and types of questions: complex questions should have more marks than easier questions.
    - ✓ Questions and Tasks should be appropriate to time allocation or duration (which is normally 3hours)
    - ✓ Originality of questions: recycled questions are not acceptable.

.

RECOGNITION OF PRIOR LEARNING (if applicable)

The aim is to make it possible to obtain formal recognition for knowledge gained throughout the student life, such as in workplaces and own reading or experiences. The RPL process also entails providing support to a candidate to ensure that knowledge is discovered and displayed in terms of a

relevant qualification registered on the National Qualifications Frame work. This recognition of prior learning will be used for exemption or as an entry requirement under certain special cases such as mature entry.

- **Implementation**
- ✓ The College shall administer departmental examinations (e.g. proficiency exams and challenge examinations) to offer students additional opportunities to quantify their prior learning and accelerate their progress toward training, certificate or diploma qualifications.
- ✓ Students who have prior qualification on related modules may apply for exemption under CAT and RPL policy.

Credit Accumulation Transfer System(CAT)

A credit is based on the contact hours including any lecture, or Lab time the Lecturer is teaching the student, or coaching the student while applying the course information to an activity. Therefore, the student will accumulate the credits as training progresses.

- **Implementation**

In the College our basis of the credit system is based on the National Qualification Framework monitored by Botswana Qualification Authority. Therefore, the College Credit is measured at ten hours/credit. This makes it much easier for our students to transfer to any institution without being disadvantaged. The College documents credit accumulation through their quarterly assessment.

- ✓ Students who have prior qualification on related modules may apply for exemption

- ✓ Allow 50% of credit accumulated

NB. Students who have prior qualification on related modules may apply for exemption under CAT and RPL policy. Reassessment This is the failing of an assessment for a module, then you are permitted according to College policy for a reassessment. This usually means retaking the final exam, or (if you failed the project, or essay component of a module) submitting a new project report.

- **Implementation**
  - ✓ The College secretary notifies the affected student(s) about the resit.
  - ✓ Student register for the failed module.
  - ✓ Student is referred to the relevant Module Lecturer(s) to assist about content/assessment changes if any.
  - ✓ The College Administrator advises the student(s) about deadlines and overseas examination applications where applicable.

  - ✓ Remedial are arrange by the relevant Head of Department.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

CERTIFICATION AND PROGRESSION OF PATHWAYS
At the end of the qualification, the student will graduate with a Diploma in Education: Early Childhood.
Students qualifying with this diploma will either progress to do any Degree in Education or get absorbed by
the industry in the Early Childhood Education sector as Pre Primary school teachers.

QUALIFICATION AWARD AND CERTIFICATION

At the end of the study period, the trainees will graduate with the Diploma in Education: Early Childhood
after attaining a minimum of 360 credits. This qualification is a localised qualification and shall be certified
locally following the processes of qualification award and certification stipulated in the BQA standards on
Qualification award and certification.

REGIONAL AND INTERNATIONAL COMPARABILITY

BENCHMARKING

In the development of this localized qualification, Nampol College of Education benchmarked with
the Diplomas in Early Childhood Education offered by Gaborone University College of Law and
Professional Studies(Botswana),the Early Childhood Education Teachers' Diploma offered by the
Zambia Examinations Council (Zambia), University of Nairobi(Kenya-East Africa), University of
Mombai(India-Asia), National Council of Teacher Education-India (Asia) and LaSalle College
Montreal (Canada); and the following comparability were observed:

Gaborone University College of Law and Professional Studies (Name of Qualification: Diploma in Early Childhood Education)	Nampol College of Education (Name of Qualification: Diploma in Education: Early Childhood)	Comparability of syllabus content
Creative Arts/Early Learning Experiences	Creative and Expressive Activities	Same
Administration and Management	Organisation, Management and Administration	Similar
Child Development	Child and Education Psychology	Similar
Nutrition, Health and Safety	Health, Environmental Science and Pre-Mathematics	Similar
Psychology	Child and Education Psychology	Similar
Foundation of Early Childhood	History and Philosophy of Early Childhood Education	Similar
Introduction to Computer Theory	IT Applications	Similar
Play in Early Childhood	Creative and Expressive Activities	Similar
Parent Teacher Child Communication	Parenting, Child Protection and Teaching Children in Early Childhood Education	Similar

Family and Community Partnerships	Sociology of Early Childhood Education/ Parenting, Child Protection and Teaching Children in Early Childhood Education	Similar
Research Methods	Research Methods in Early Childhood Education	similar
Observing, Monitoring and Assessing Pre-Schools	Organisation, Management and Administration	Similar
Curriculum Studies	Early Childhood Curriculum	Similar
Professional Development	Special Needs Education, Guidance and Counselling/ Organisation, Management and Administration	Similar
Practicum	Teaching Practice (Preparation and Review)	Similar
Project	Dissertation	Similar
Entrepreneurship	Entrepreneurship	Same

OBSERVATIONS

- In comparison of the two modules, Nutrition, Health and Safety (GUC) with Health, Environmental Science and Pre-Mathematics (NCE); Nampol has made an improvement by adding the aspect of mathematics in the module which is crucial in the development of a child.
- In comparison of Child and Education Psychology (NCE) with the split modules "Child Development" and "Psychology" (GUC); Nampol has unified the two modules into one module "Child and Education Psychology"
- In comparison of the two modules, Introduction to computer theory (GUC) with IT Applications (NCE); Nampol has made an improvement by adding the aspect of practical to the module.

Production of Teaching and Learning Aids being an important component of teaching, Nampol has included it as an independent component

Examinations Council OF Zambia (Name of Qualification: Early Childhood Education Teachers' Diploma)	Nampol College of Education (Name of Qualification: Diploma in Education: Early Childhood)	Comparability of syllabus Content
Sociology of Education and Child Psychology	Child and Education Psychology/ Sociology of Early Childhood Education	Similar
History and Philosophy of Education	History and Philosophy of Early Childhood	Same

	Education	
Information and Communication Technology Education	IT Applications	Similar
Health Education	Health, Environmental Science and Pre-Mathematics	Similar
Early Childhood Teaching Methods and Production of Teaching and Learning Aids	Production of Teaching and Learning Aids	Same
Special Education Guidance and Counseling	Special Needs Education Guidance and Counseling	Same
Early Education Management and Organization	Organization Management and Administration	Same
Education Research Methods	Research Methods in Early Childhood Education	Similar
Teaching Practice	Teaching Practice	Same
Social Studies Education		No comparison
Environmental Science Education	Health, Environmental Science and Pre-Mathematics	Similar
Pre-mathematics Education	Health, Environmental Science and Pre-Mathematics	Similar
Literacy and Language Development Education	Language Development and Communication Skills	Similar
Expressive Arts Education	Creative and Expressive Activities	Same
Research and Dissertation	Dissertation	Similar
Entrepreneurship	Entrepreneurship	Similar
	Early childhood curriculum	No comparison
	Parenting, child protection and teaching children in early childhood education	No comparison

OBSERVATION

- In comparison of the two modules, Health Education *(ECZ)* with Health, Environmental Science and Pre-Mathematics*(NCE);*
  Examinations Council of Zambia has separated Pre-Mathematics from Health Education.

University Of Mumbai	Nampol College of Education	Syllabus content
-	• Creative and Expressive Activities	-
• Planning and Organisation of a Pre-school Education programs • Working with parents and	• Organisation, Management and Administration	Similar

community		
• Health, Care and Nutrition of Children • Development of Mathematical Concepts in Children	• Health, Environmental Science and Pre-Mathematics	Similar
• Understanding Child and Childhood	• Child and Education Psychology	Similar
• Early Childhood Care and Education in India	• History and Philosophy of Early Childhood Education	Similar
-	• IT Applications	-
-	• Parenting, Child Protection and Teaching Children in Early Childhood Education	-
-	• Sociology of Early Childhood Education	-
-	• Research Methods in Early Childhood Education	-
• Preschool Education Curriculum: Principles and Priorities	• Early Childhood Curriculum	Similar
• Methods and Materials in ECCE	• Production of Teaching and Learning Aids	Similiar
• Working with children with special needs	• Special Needs Education, Guidance and Counselling	Similar
• Development of Language and Literacy in Children	• Language Development and Communication Skills	Similar
• Pre-school Internship • Field Observation and Practice	• Teaching Practice (Preparation and Review)	Similar
-	• Dissertation	-
• Self-Development	• Entrepreneurship	Similar

Observations

The module Gender, Diversity and Discrimination (from University of Mumbai) has some similarities with some topics in the module Special Needs Education, Guidance and Counselling (from Nampol College of Education)

National Council for Teacher Education - India	Nampol College of Education	Syllabus content
• Planning and Organisation of a Pre-school Education programs • Working with parents and community	• Creative and Expressive Activities	Similar
• Health, Care and Nutrition of Children • Development of Mathematical Concepts in Children	• Organisation, Management and Administration	Similar
• Understanding Child and Childhood	• Health, Environmental Science and Pre-Mathematics	Similar
• Early Childhood Care and Education in India	• Child and Education Psychology	Similar
-	• History and Philosophy of Early Childhood Education	-
-	• IT Applications	-
-	• Parenting, Child Protection and Teaching Children in Early Childhood Education	-
-	• Sociology of Early Childhood Education	-
• Preschool Education Curriculum: Principles and Priorities	• Research Methods in Early Childhood Education	Similar
• Methods and Materials in ECCE	• Early Childhood Curriculum	Similar
• Working with children with special needs	• Production of Teaching and Learning Aids	Similar
• Development of Language and Literacy in Children	• Special Needs Education, Guidance and Counselling	Similar

• Pre-school Internship • Field Observation and Practice	• Teaching Practice (Preparation and Review)	Similar
• Self-Development	• Dissertation	Similar
• Planning and Organisation of a Pre-school Education programs • Working with parents and community	• Entrepreneurship	Similar

Observations

The module Gender, Diversity and Discrimination (from National Council for Teacher Education - India) has some similarities with some topics in the module Special Needs Education, Guidance and Counselling (from Nampol College of Education)

University of Nairobi	**Nampol College of Education**	**Syllabus content**
• Instructional Methods and Media in ECE • Creative Arts and Music in ECE • Physical Education in ECE	• Creative and Expressive Activities	Similar
• Administration and Management of ECE	• Organisation, Management and Administration	Similar
• Health Care Nutrition in Early Childhood Education • Early Childhood and Environment • Mathematics in Early Childhood Education • Science in Early Childhood Education	• Health, Environmental Science and Pre-Mathematics	Similar
• Child growth, Development and Learning in ECE • Development Trends in ECE	• Child and Education Psychology	Similar
• Foundations of Early Childhood Education	• History and Philosophy of Early Childhood Education	Similar

-	• IT Applications	-
-	• Parenting, Child Protection and Teaching Children in Early Childhood Education	-
-	• Sociology of Early Childhood Education	-
• Educational Research Methodology	• Research Methods in Early Childhood Education	Similar
• Early Childhood Education Curriculum	• Early Childhood Curriculum	Similar
• Instructional Methods and Media in ECE	• Production of Teaching and Learning Aids	Similar
• Child Guidance and Counselling	• Special Needs Education, Guidance and Counselling	Similar
• Language in Early Childhood Education	• Language Development and Communication Skills	Similar
• Teaching Practice	• Teaching Practice (Preparation and Review)	Similar
• Research Project	• Dissertation	Similar
-	• Entrepreneurship	-

LaSalle College Montreal	Nampol College of Education	Syllabus content
• Art and Creativity in Early Childcare Centres	• Creative and Expressive Activities	Similar
• Team Work Involvement • Leading and organising educational activities • Organisational structures in	• Organisation, Management and Administration	Similar

educational services		
• Health and Safety in Childcare Centres • Nutrition for children	• Health, Environmental Science and Pre-Mathematics	Similar
• Childhood Development from 0 to 2 years old • Childhood Development from 2 to 12 years old • Observing Children's Behaviour • Development of Childhood autonomy	• Child and Education Psychology	Similar
-	• History and Philosophy of Early Childhood Education	-
-	• IT Applications	-
-	• Parenting, Child Protection and Teaching Children in Early Childhood Education	-
• Child's family Life and social environment • Quebec society's children in multicultural environment	• Sociology of Early Childhood Education	Similar
• Drafting of a professional project	• Research Methods in Early Childhood Education	Similar
• Educational Program for Early Childcare Centre • Planning Activities • School aged care education	• Early Childhood Curriculum	similar
-	• Production of Teaching and Learning Aids	Similar
• Challenging Behaviour in children • Meaningful relationship with children • Integrating children with physical and neurological deficiency	• Special Needs Education, Guidance and Counselling	Similar

• Integrating children with special needs		
-	• Language Development and Communication Skills	-
• Observation and introduction internship • Involvement internship • Intervention internship	• Teaching Practice (Preparation and Review)	Similar
• Final Project	• Dissertation	Similar
-	• Entrepreneurship	-

REVIEW PERIOD
This qualification will be reviewed after five (5) years.

Other information – please add any supplementary information to help the application for this qualification for NCQF Registration.
Appreciate the College Assessment Delivery Guide and Syllabus provided.

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**	