

## BQA NCQF QUALIFICATION TEMPLATE

SECTION A:												QUALIFICATION DETAILS					
<b>QUALIFICATION DEVELOPER (S)</b>				Nampol College of Education													
<b>TITLE</b>			Diploma in Early Childhood Education						<b>NCQF LEVEL</b>			6					
<b>STRANDS (where applicable)</b>			N/A														
<b>FIELD</b>			Education and Training						<b>CREDIT VALUE</b>			360					
<b>SUB FIELD</b>			Early Childhood														
New Qualification				Legacy Qualification				Renewal Qualification				√					
								Registration Code									
<b>SUB-FRAMEWORK</b>			General Education				TVET			Higher Education			√				
<b>QUALIFICATION TYPE</b>		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																	
<p><b>RATIONALE:</b></p> <p>All children must have access to Early Child Childhood Education (ECE) as a prerequisite for primary schooling. For young children, it is advantageous that their holistic development should include improving social skills and supporting cognitive and psycho-motor development. According to Pre-Primary Education Stats Brief - Statistics Botswana, 2022, the child's ability to share, negotiate, and listen is improved by the pre-primary school's extensive peer interaction. Still conferring to Statistics Botswana, Pre-Primary and Primary Education Stats Brief, 2022 affirms that there were 645 pre-schools in Botswana in 2016 that were owned by the government, council, community, church, private sector, non-governmental organizations, staff, and faculty. This indicates that the country's pre-school population is growing quickly. There were 33,425 preschoolers in Botswana overall. Given the enormous expansion in the pre-school service industry indicated by</p>																	

these data, this diploma may help create job possibilities for pre-school teachers and enable Botswana's economy to accommodate more pre-schoolers in the years to come.

The National Development Plan 11 (2017 – 2023) also highlighted the need to tackle access to pre-primary education aimed to improve young children's readiness for schooling and reducing drop-out rates through the introduction of a one-year reception program. The Education and Training Strategic Sector Plan (ETSSP 2015- 2020) underscored the significance of ECCE when it pointed out: ".it is critical to target 100 per cent early childcare and pre-primary enrolment and some urgency to enhance access to pre-school education especially in the rural areas.

Furthermore, the HRDC Priority Skills (2023/2024) under the Education and Training sector, still identifies ECCE teachers, lecturers, and teacher aides as priority occupational areas of human development. The stakeholders that were engaged also endorsed the qualification as being fit for the purpose. Lastly, the Botswana National Implementation Plan for Sustainable Development Goal (SDG) 4 Education 2030, puts the ECCE access rate at 33% which is exacerbated by inadequate number of specialized ECCE teachers, teaching and learning resources.

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 requisite knowledge, skills and attitudes to be applied in the teaching and management of the Early Childhood Education centers.

After having achieved this qualification, the trainee teachers should be able to:

Plan, execute and evaluate instructions from an approved syllabus. Meet the children's individual needs in an early childhood education Centre in all the human developmental faculties i.e. physical, social, educational, intellectual, moral and spiritual by providing necessary materials, help and encourage learning.

### **PURPOSE: (itemise exit level outcomes)**

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

1. Apply knowledge and understanding of child development stages to create age- appropriate learning experiences and environments.
2. Plan and implement developmentally appropriate curricula and assess curricula that support the holistic development of young children, integrating play-based and inquiry-based learning approaches in alignment with early childhood education standards.
3. Foster inclusive, safe, and culturally responsive learning environments that respect diversity and meet the needs of all learners, including those with special educational needs.
4. Uphold ethical and professional standards in their teaching practices, demonstrate effective communication and collaboration skills, and engage in reflective practices to continuously improve their teaching methodologies and professional growth.

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

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- ❖ Certificate IV NCQF level 4
- ❖ Entry shall also be considered based on Credit Accumulation Transfer (CAT) and Recognition of Prior Learning according to appropriate policies in the country

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<b>SECTION B QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
<p>1. Develop and implement age-appropriate, culturally responsive curricula and learning activities that support the holistic development of young children.</p>	<p>1.1 Develop a curriculum plan that aligns with the developmental needs of children across all domains (cognitive, physical, emotional, social, and language), incorporating culturally relevant content and practices.</p> <p>1.2 Facilitate diverse and engaging activities that are age-appropriate, promote inclusivity, and encourage active participation to enhance children's learning experiences</p> <p>1.3 Conduct ongoing assessments to identify individual and group developmental needs, using results to adapt and refine curriculum and activities.</p> <p>1.4 Collaborate with families and community members to integrate their cultural knowledge and perspectives into the curriculum and learning environment.</p>
<p>2. Apply inclusive education principles to create learning environments that address the diverse needs of children, including those with special needs and varying cultural backgrounds.</p>	<p>2.1. Design and maintain a physically and emotionally safe learning environment that accommodates diverse needs, including accessible spaces and sensory-friendly areas for children with special needs.</p> <p>2.2. Develop and implement instructional strategies tailored to the learning styles, abilities, and cultural backgrounds of all children, ensuring equitable access to education.</p> <p>2.3. Work collaboratively with families, specialists, and community resources to address individual needs and provide appropriate support for children with special needs</p> <p>2.4. Promote an inclusive classroom culture by encouraging positive interactions, mutual respect, and appreciation for diversity among all children.</p>

<p>3. Communicate effectively when engaging with children, families, colleagues, and other stakeholders to foster collaborative and supportive relationships.</p>	<p>3.1. Demonstrate active listening skills by showing empathy, maintaining eye contact, and responding appropriately to verbal and nonverbal cues from children, families, colleagues, and stakeholders.</p> <p>3.2. Convey information clearly and concisely, using language and communication methods appropriate to the audience's age, cultural background, and needs, including nonverbal communication and visual aids where necessary</p> <p>3.3. Use effective communication techniques, such as mediation and open dialogue, to resolve conflicts and address concerns in a professional and respectful manner.</p> <p>3.4. Facilitate collaborative discussions, provide constructive feedback, and encourage input from all parties to build supportive relationships and enhance mutual understanding.</p>
<p>4. Use a range of assessment and observation techniques to evaluate children's development, learning, and needs, and adapt teaching strategies accordingly.</p>	<p>4.1. Utilize a variety of assessment tools and observation techniques, such as checklists, anecdotal records, portfolios, and standardized assessments, to gather comprehensive information about children's development and learning.</p> <p>4.2. Document records, analyze, and interpret assessment data to identify patterns, strengths, and areas requiring support in children's development and learning.</p> <p>4.3. Adjust teaching strategies and learning activities based on assessment findings to meet the individual and group needs of children, ensuring inclusivity and engagement.</p> <p>4.4. Share assessment results with families and other stakeholders in a clear and sensitive manner, fostering collaboration to support each child's growth and development.</p>
<p>5. Demonstrate ethical behavior and advocate for the rights and needs of children and their families, upholding professional standards in early childhood education.</p>	<p>5.1. Apply ethical principles and professional standards in all interactions and decision-making processes, ensuring fairness, respect, and confidentiality for children and families.</p> <p>5.2. Advocate for the rights, best interests, and needs of children and their families by promoting equitable access to resources, services, and quality education.</p>

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	<p>5.3. Maintain professionalism by adhering to established codes of conduct, engaging in reflective practices, and pursuing ongoing professional development to enhance knowledge and skills.</p> <p>5.4. Work collaboratively with families, colleagues, and community organizations to address issues affecting children's welfare, while respecting diverse perspectives and cultural values</p>
<p>6. Implement Safety Policies and enforce established health and safety policies, ensuring that children are supervised at all times and that the learning environment complies with regulatory standards.</p>	<p>6.1. Conduct regular risk assessments of indoor and outdoor environments, promptly addressing potential hazards to create a safe and secure space for children.</p> <p>6.2. Incorporate activities and routines that encourage healthy habits, such as proper hygiene practices, balanced nutrition, and physical activity, while modeling these behaviors consistently.</p> <p>6.3. Develop and practice emergency response procedures, including fire drills, first aid measures, and evacuation plans, to ensure the safety and well-being of children in crisis situations.</p>
<p>7. Utilize appropriate technologies and digital resources to enhance teaching, learning, and administrative processes in early childhood education settings.</p>	<p>7.1. Select and use age-appropriate digital tools and resources, such as interactive learning applications, educational videos, and digital storytelling, to enhance children's engagement and learning experiences.</p> <p>7.2. Facilitate activities that support the development of basic digital literacy skills in young children, ensuring they use technology safely and effectively.</p> <p>7.3. Utilize digital platforms and tools for administrative tasks, such as lesson planning, attendance tracking, communication with families, and maintaining children's developmental records, to improve efficiency and organization.</p> <p>7.4. Evaluate digital resources for quality, safety, and relevance while ensuring ethical practices, such as protecting children's data privacy and promoting equitable access to technology.</p>

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [5]	Level [6]	Level [7]	
		<b>FUNDAMENTAL COMPONENT</b> Subjects/ Courses/ Modules/Units	Foundation Of Education		<b>40</b>
	Parenting And Child Protection		<b>30</b>		<b>30</b>
	Communication Skills and Study Skills	<b>16</b>			<b>16</b>
	Language and early Literacy skills		20		20
<b>CORE COMPONENT</b> Subjects'/Courses/ Modules/Units	Health, Safety and Nutrition	<b>40</b>			<b>40</b>
	Early Childhood Curriculum		<b>20</b>		<b>20</b>
	Pre-School Mathematics		<b>20</b>		<b>20</b>
	Creative and Expressive Arts		<b>20</b>		<b>20</b>
	Information Technology		<b>20</b>		<b>20</b>
	Teaching Practice (preparation & review)		<b>10</b>		<b>10</b>
	Production of Teaching and Learning Aids		<b>10</b>		<b>10</b>
	Research paper (Research project)		<b>20</b>		<b>20</b>

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	Guidance and Counselling		<b>15</b>		<b>15</b>
	Introduction to Special Education		<b>15</b>		<b>15</b>
	Research Methods		<b>20</b>		<b>20</b>
	Educational Management and Administration		<b>20</b>		<b>20</b>
STRANDS/ SPECIALIZATION	<i>Subjects/ Courses/ Modules/Units</i>	<b>Credits Per Relevant NCQF Level</b>			<b>Total Credits</b>
		<b>Level [ 5]</b>	<b>Level [ 6]</b>	<b>Level [ 7]</b>	
<b>Electives</b>	Entrepreneurship in Early Childhood		<b>12</b>		<b>12</b>
	Comprehensive Sexuality Education		<b>12</b>		<b>12</b>
	History and Religious Studies		<b>12</b>		<b>12</b>

## BQA NCQF QUALIFICATION TEMPLATE

### SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

#### TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
6	360
<b>TOTAL CREDITS</b>	<b>360</b>

**Rules of Combination:**

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

A learner must successfully complete a total of three hundred sixty (360) credits of competency, consisting of:

- ❖ All Four Fundamental Component Courses at level 6 which gives a cumulative total of 106 credits
- ❖ All Twelve Core Component Courses at level 6 which give a collective total of 230 credits
- ❖ Choose any two Elective Component Courses at level 6 which give a cumulative total of 24 credits

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### ASSESSMENT ARRANGEMENTS

. The formative assessment shall consist of 40% (0.4) and the summative assessment shall consist of 60% (0.6) of the total marks.

### MODERATION ARRANGEMENTS

There shall be internal and external moderation by qualified personnel with a minimum of a Bachelor's Degree in Early Childhood Education or any related Bachelor's Degree in Education.

### RECOGNITION OF PRIOR LEARNING

There shall be provision for award of this developed qualification through Recognition of Prior Learning (RPL) following the National RPL and Institutional RPL policies.

### CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation Transfer (CAT) shall also be considered for the award of this developed qualification according to the National and institutional CAT policies and arrangements.

### PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

#### Vertical articulation

- ❖ Bachelor of Early Childhood Education
- ❖ Bachelor of Primary Education
- ❖ Bachelor of Special and Inclusive Education, and

#### Horizontal articulation

- ❖ Diploma in Community Based Work with Children and Youth
- ❖ Diploma in Guidance and Counselling
- ❖ Diploma in HIV and AIDS Counselling
- ❖ Diploma in First Aid
- ❖ Diploma in Social Work
- ❖ Diploma in Community Health
- ❖ Diploma in primary Education
- ❖ Diploma in Secondary Education

#### EMPLOYMENT PATHWAYS:

**After successful completion of this developed qualification, graduates can be employed as:**

- ❖ Preschool/Reception class teacher
- ❖ Standard one (1) class teacher

- ❖ Childcare assistants
- ❖ Child Care givers
- ❖ Family day care operators
- ❖ Social workers

### QUALIFICATION AWARD AND CERTIFICATION

#### QUALIFICATION AWARD

To be eligible for the award of the Diploma in Early Childhood Education, learners should have obtained a minimum of 360 credits.

#### CERTIFICATION

There shall be issuance of certificates to successful learners at the end of undergoing training in this developed programme.

### SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

This developed learning qualification was bench marked with the following Colleges/ Universities:

- ❖ Stenberg College (Canada) – Internationally
- ❖ Zambian Open University (Zambia) Regionally

#### Comparability with Stenberg College – (Canada) – Internationally

##### Similarities:

##### 1. The Title:

The title of the Qualification is similar; - For this developed qualification it is titled “Diploma in Early Childhood Education - DECE”, while Stenberg College (Canada), calls it “Diploma in Early Childhood Care and Education – DECCE”

##### 2. NCQF level:

The NCQF level for this developed qualification is the same as the NQF for Stenberg College – Canada. They are both at level 6.

##### 3. Subjects’/Courses/ Modules/Units:

Core subjects such as child development, curriculum planning, observation and assessment, health and safety, and family engagement are the similar for this developed qualification and the “Diploma in Early Childhood Care and Education” for Stenberg College – Canada, this ensures that graduates possess a fundamental understanding of early childhood education principles regardless of the country in which they studied.

##### Differences

##### 1. Number Credits:

The credit hours for this developed qualification are at 360 credits, while for the “Diploma in Early Childhood Care and Education – DECCE” of Stenberg the credit hours are at 250.

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### 2. The duration:

The duration for this developed qualification and the “Diploma in Early Childhood Care and Education – DECCE” of Stenberg College -Canada is different. For this qualification it is three years and for Stenberg College Canada is two years.

### Comparability with Zambian Open University – (Zambia) – Regionally

#### Similarities:

1. The title of this developed Qualification and that of the Zambian Open University are the same.
2. Regarding the pedagogical understanding of the Core Early Childhood Curricular Areas — Language, Literacy, the Creative Arts, Psychology, and Planning, Implementing, and Managing for an early childhood context — the developed qualification and the Diploma in Early Childhood Education for Zambian Open University takes the same approach.
3. The other similarity noted between this developed qualification and the Diploma in Early Childhood Education offered by Zambian Open University include the minimum number of credits which 360, the NQF Level which is 6 and the 3 years period of study. Both qualifications also specify Level 4 as the minimum entry requirements into the qualification.

#### Differences:

1. The identifiable differences between this developed qualification and the Zambian Open University qualification is on the number of credits. Diploma in Early Childhood Education of Zambian Open University is worth a minimum of 350 credits, whereas this developed qualification has 360 credits.
2. Furthermore, the Zambian Open University Diploma qualification runs for 2 years while this developed qualification runs for 3years.

#### Concluding Statement

The developed qualification is similar to the qualifications used for benchmarking in terms of the key modules offered across

### REVIEW PERIOD

This developed qualification shall be due for review after 5 years.

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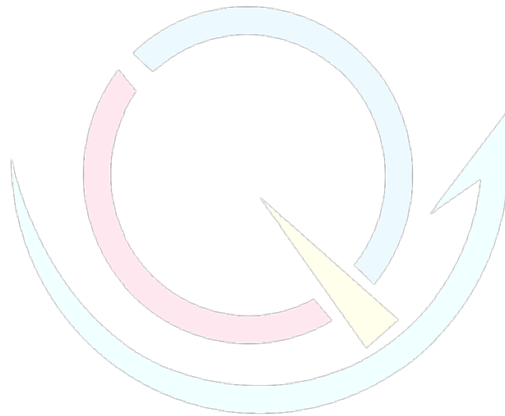
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## BQA NCQF QUALIFICATION TEMPLATE

REGISTRATION STATUS	BQA DECISION NO.	REGISTRATION START DATE	REGISTRATION END DATE
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	



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