

QUALIFICATION SPECIFICATION						
SECTION A						
QUALIFICATION DEVELOPER		QUALIFICATIONS DEVELOPMENT PANEL BA ISAGO University, Ramatea Vocational School, Logan Business College, Bosa Bosele Training Institute, Botswana Open University, Serowe College of Education Gaborone University College of Law and Professional Studies				
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						
<p>The need to train candidates in Diploma in Early Childhood Education is supported by the National Development Plan 11 (2016), which outlines that the government of Botswana has introduced a one year reception programme in public schools, whose aim is to improve children's readiness for school, reduce drop-out rates at primary school level and to improve primary school leaving results. Furthermore, the Education and Training Sector Strategic Plan (ETSSP, 2015-2020) emphasizes on the need to roll out reception classes in both public and private schools to revitalise and increase access to day care centres/nursery schools.</p> <p>Moreover, the Human Resource Development Council Top Occupations in High Demand (2016) has also Early Childhood Development as an area requiring skills training and development, to support the recent educational reforms as stipulated the Botswana Vision 2036, NDP11 and the Sustainable Development Goals. Therefore, the rollout of reception classes would require more teachers who are trained and competent to handle children in early childhood settings at national level. The graduates of this qualification would be legible to engage in Entrepreneurship opportunities such as advocacy for parenting, development</p>						

of learning centres, learning resources and other life skills programmes. This would enable the realisation of the universal goal of early childhood development.

The needs assessment survey conducted also supported the proposed Diploma in Early Childhood Education, with 100% of respondent rating the qualification as relevant and 75% stating that they would hire graduates from this qualification.

Purpose

The Diploma in ECE qualification will equip ECE teachers with the following:

- knowledge of child development from birth to six years;
- knowledge and application of appropriate safety measures in child learning environments;
- competence in providing childcare services that are in accordance with relevant policies and legislative framework as well as global best practices;
- Knowledge and application of appropriate pedagogical processes for early childhood education;
- Competence in ECD curriculum development and implementation in ECD centres and Non-governmental organisations;
- Ability to advocate for Children's rights and supervise in ECD programmes.

ENTRY REQUIREMENTS (including access and inclusion)

Access and inclusion to this qualification will be fair and equal to all applicants from a wide range of learning and work experience:

Normal requirements

- i. Applicants must have obtained at least NCQF Level 4, Certificate IV (or equivalent) in General Education with a pass in English Language to accumulate 360 Credits.
- ii. Applicants must have successfully completed NCQF Level 5, Certificate V in Early Childhood Education or its equivalent from a recognised qualification to accumulate 240 Credits.

Mature entry

- i. Applicants on mature entry should have successfully completed level 4 with at least three (3) years' work experience in the related field. The applicant must also produce a reference letter confirming experience on the job training and stating the number of years.

Credit Transfer



BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

- ii. Applicants with credits earned from other accredited institutions shall be recognised for purposes of placement to the equivalent level and possible exemptions of modules. This will be done with reference to the institution's policy which will aligned to the BQA national CAT policy.

Recognition of Prior Learning Policy (RPL)

- iii. Applicants with relevant work experience of at least three years may be selected on the basis of recognition of prior learning with reference to the institution's RPL policy which will aligned to the National RPL policy.

QUALIFICATION SPECIFICATION		SECTION B
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA	
1. Demonstrate specialized knowledge in Early Childhood Education	1.1 Explain key concepts in Early Childhood Education 1.2 Compare the different programmes in Early Childhood Education 1.3 Apply theories of child development to solve problems in Early Childhood Development settings. 1.4 Implement the local and international policies on Early Childhood Development	
2. Design environments that promote the holistic development of young children	2.1 Plan early learning activities that nurture the social, emotional, cognitive and physical development of young children. 2.2 Propose early learning activities that nurture the social, emotional, cognitive and physical development of young children. 2.3 Implement relevant methods and techniques to facilitate holistic development of children in Early Childhood Development settings. 2.4 Assess learning activities, methods, techniques and environments for Early Childhood Education	
3. Evaluate appropriate teaching and learning materials and equipment in an Early Childhood Development center.	3.1 Discuss factors to be considered when selecting resources for young children 3.2 Select relevant resources to facilitate holistic development of young children. 3.3 Produce relevant materials to stimulate early learning 3.4 Utilize relevant resources to facilitate holistic development of young children.	
4. Apply safety precautions in an Early Childhood Development setting	4.1 Plan healthy meals/nutrition for young children 4.2 Set clean and hygienic Early Childhood Development environments.	

	<p>4.3 Implement relevant methods and procedures to assess young children's development and learning.</p> <p>4.4 Counsel young children with emotional problems (including the abused children)</p>
5. Evaluate a multi-stakeholder/ multi-sectorial approach to Early Childhood Education	<p>5.1 Discuss the rationale for a multi-stakeholder approach to Early Childhood Education</p> <p>5.2 Develop strategies to promote parental and community engagement in Early Childhood Education</p> <p>5.3 Implement strategies to promote parental and community engagement in Early Childhood Education</p> <p>5.4 Evaluate the multi-sectorial approach (inter-ministry approach) in the provision of Early Childhood Development services in Botswana.</p> <p>5.5 Compare the multi-stakeholder/multi-sectoral approach in the provision of Early Childhood Education services in Botswana with approaches from selected countries in the region</p>
6. Conduct basic research in relation to early childhood education.	<p>6.1 Employ various forms of communication (including ICT) in preparing activities for young children and general communication in an ECE center</p> <p>6.2 Use academic writing skills and rules to present assignments papers</p> <p>6.3 Write a research Proposal</p> <p>6.4 Conduct a research project</p>

QUALIFICATION STRUCTURE			
SECTION C			
FUNDAMENTAL COMPONENT	Title	Level	Credits
Subjects / Units / Modules /Courses	Communication and study skills	5	12
	Introduction to Technology in Learning	5	12
	Historical Foundations of Early Childhood Development	5	12
CORE COMPONENT			
Subjects / Units / Modules /Courses	Theories of Child Development	6	14
	Child growth and development	6	12
	Safety	6	12
	Sociology of Education	6	12
	Health and Nutrition	6	12
	Policies of Early Childhood Education	6	12
	Planning and organising the learning environment	6	14
	Partnership in Early Childhood Care Development & Education	6	12
	Guidance and Counseling in Early Childhood	6	14
	Creative Development through the Curriculum	6	12
	Assessment of Young children	7	12
	Music and Movement	6	14
	Production of children's materials	6	12
	Introduction to Educational Research	6	12
	Introduction to Psychology in Early Childhood	6	14
	Language and early Literacy skills	6	14
	Pre-learning activities/getting ready for school	6	12
	Parenting	6	12
	Approaches to teaching young children	6	12
	Entrepreneurship in ECD	6	12
	Research project	6	32
	Teaching practice	6	50
ELECTIVE COMPONENT	Not Applicable		

Subjects / Units / Modules /Courses			
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Total	360
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4.2. Rules of combinations, Credit distribution (where applicable):

In order for the qualification to be awarded the qualifying graduate must have acquired the following credits:

4.2.1. Credit Distribution

No	Component	Modules	Credits
1	<i>Fundamental Component</i>	3	36
2	<i>Core Component</i>	22	334
3	<i>Elective Component</i>	N/A	N/A
	Total	25	370

4.2.2. Level Credit Distribution

No	Component	Credits
1	Level 5	36
2	Level 6	322
3	Level 7	12
	Total	370

ASSESSMENT & MODERATION ARRANGEMENTS

5.1. Formative Assessment

Formative assessment or continuous assessment include

- i. Group/Individual Presentations/Assignments/Tests-----20%
- ii. Mid-Semester Examination-----20%
- iii. These forms of assessments contribute to **40%** of the final grade.

5.2. Summative Assessment

- I. The Final Examination -----**30%** of the final grade.
- II. Research Project-----10%
- III. Teaching Practice-----20%

Final Examinations are written at the end of each semester and contribute to **60%** of the Final Grade.

5.3. Assessment of Teaching Practice

The Institution, through the Teaching Practice Coordinator identifies a relevant place for attachment for the learner. Teaching Practice evaluation forms are used to assess the learner according to the institutions' Teaching Practice guidelines. The Institution would use accredited assessors and moderators for all assessments undertaken by learners to be awarded this qualification.

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.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) will apply for this qualification. It will be implemented in accordance with relevant national and ETP based policies, guidelines and procedures. Candidates wishing to apply for RPL assessment will submit their applications to respective assessment centre and will be subjected to the relevant requirements.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Vertical Articulation

- Bachelor of Education Degree in Early Childhood Development
- Bachelor of Arts in Childhood Studies

Horizontal Articulation

- Diploma in Early Childhood Care
- Diploma in Integrated Early Childhood Development

Employment pathways

- Early Childhood Education Teacher
- Education Manager/Supervisor
- Child Care Centre Owner
- Child Care Centre Director
- Early Childhood Entrepreneur

QUALIFICATION AWARD AND CERTIFICATION

Candidates meeting the prescribed requirements will be awarded the qualification in accordance with the qualification composition rules and applicable policies. To be eligible for the award of the Diploma in Early Childhood Education, candidates should have obtained a minimum of 360 credits.

REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification compares well with the following:

- I. Diploma in Grade R Teaching- Lyceum College- South Africa
- II. Diploma in Early Childhood Education and Care -New Zealand Tertiary College

III. Diploma of Early Childhood Education and Care – Tafesa – Government of South Australia

The proposed qualification follows the same approach in terms of the pedagogical knowledge of the major early childhood curriculum areas such as language, literacy, the creative arts, psychology and planning, implementing and managing for early childhood context.

The similarities noted between the proposed qualification and the Diploma in Grade R offered by Lyceum College 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.

The Diploma in Early Childhood Education and Care offered by New Zealand Tertiary College is at NQF Level 6, which is similar to the proposed qualification. Both qualifications have a component for field practice or industrial attachment. However, there are notable difference in the duration and the number of credits amongst the two qualifications. The proposed qualifications runs for a period of 3 years with the minimum credit value of 360, whereas the qualification offered by New Zealand runs for a year, with a minimum credit value of 120.

The identifiable differences between the proposed and the TAFESA qualification is on the number of credits. Diploma of Early Childhood Education and Care is worth a minimum of 90 credits, whereas the proposed Diploma in Early Childhood Education is worth a minimum of 360 credits. Furthermore, the TAFESA qualification runs for 18months while the proposed qualification runs for 3years.

REVIEW PERIOD

The qualification will be reviewed after every 5 years .