

QUALIFICATION SPECIFICATION						
SECTION A						
QUALIFICATION DEVELOPER	Bosa Bosele Training Institute BA ISAGO University Ramatea Vocational School Logan Business College Botswana Open University Serowe College of Education Gaborone University College of Law and Professional Studies					
TITLE	Bachelor of Education in Early Childhood Education			NCQF LEVEL		7
FIELD	Education and Training	SUB-FIELD		Early Childhood Development		
New qualification	✓	Review of existing qualification				
SUB-FRAMEWORK	General Education		TVET		Higher Education	✓
QUALIFICATION TYPE	Certificate		Bachelor	✓	Bachelor	
	Bachelor Honours		Master		Doctor	
CREDIT VALUE					500	

1. RATIONALE AND PURPOSE OF THE QUALIFICATION

1.1. Rationale

The National Development Plan 11 (2016) outlines that the government of Botswana has introduced a one-year reception programme 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. In addition, the Education and Training Sector Strategic Plan (ETSSP, 2015-2020) emphasises on the need to roll out reception classes in all public schools to revitalise and increase access to day care centres/nursery schools.

Furthermore, the national report on the Development of Education; Inclusive education: The Way of the Future' (2008, p17) outlines that, a pre-primary curriculum framework for the 36-60 months group has been developed which came as a result of the RNPE (1994) recommendation and The Early Childhood Care and Education policy of 2001. These policy documents are consistent with the Jomtiem world declaration on Education for All (EFA, 1990) of which article 5 specifically calls for the implementation of Early Childhood Care and Education and the Dakar framework of Action (2000) which emphasised the need to expand and

improve Early Childhood Care and Education. The successful implementation of the curriculum framework calls for qualified teachers hence the proposed Bachelor in ECE qualification.

Globally the UNDP's sustainable development goals (SDG) have indicated the provision of quality education as one of its goals. Goal number 4 states that member states should "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". It further goes on to say "Since 2000, there has been enormous progress on the goal to provide primary education to all children worldwide: the total enrolment rate in developing regions has reached 91%. By measures in any school, that's a good grade. Now, the priority is to get an even better grade for all kids and achieve the goal of universal primary and secondary education, affordable vocational training, access to higher education and more." Through this qualification graduates from both government and the private sector will contribute immensely to achievement of the sustainable Development goal Indicated above.

1.2. Purpose

Graduates of this course will have the skills, knowledge and experience required to teach in Early Childhood Education settings. Upon graduating with this degree, they will be qualified to teach children from birth to six years of age. On completion of the course learners will be able to:

- Make informed decisions regarding teaching and learning based on a comprehensive understanding of the learner and curriculum.
- Reflect, create, and manage learning environments and be self-motivated and critical in the approach to teaching and learning.
- Access, evaluate and synthesize relevant information and evidence from a range of sources applicable to teaching and learning.
- Communicate effectively and work collaboratively in educational and community contexts design and incorporate information and communication technologies effectively into educational contexts.
- Regularly reflect critically on their professional knowledge and teaching and learning practice to enhance Learners' learning outcomes.
- Recognize and apply appropriate international perspectives in educational contexts demonstrate respect for cultural diversity in educational contexts.
- Plan, implement, analyse and evaluate a range of teaching, learning and assessment practices, demonstrate leadership in education.

2. ENTRY REQUIREMENTS (including access and inclusion)

Minimum entry requirement for this qualification is a:

Certificate IV, NCQF level 4 (General Education or TVET) or equivalent.

Recognition of Prior Learning (RPL):

There will be access through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) in accordance with the RPL and CAT National Policies.

3. QUALIFICATION SPECIFICATION

SECTION B

GRADUATE PROFILE (LEARNING OUTCOMES)

ASSESSMENT CRITERIA

3.1. Demonstrate specialized knowledge in Early Childhood Education

- 3.1.1. Explain key concepts in Early Childhood Education
- 3.1.2. Compare the different programmes in Early Childhood Education.
- 3.1.3. Apply theories of child development to solve problems in Early Childhood Development settings.
- 3.1.4. Implement the local and international policies on Early Childhood Development.

3.2. Contribute to various human developmental theories and their principles in children's education

- 3.2.1. Demonstrate extensive knowledge of theories of child development.
- 3.2.2. Compare and contrast different theoretical framework that relate to the study of child development.
- 3.2.3. Apply the acquired knowledge and skills for effective use of information communication and technology to enhance learning.

	<p>3.2.4. Capacitate caregivers, community members and all other interesting parties to promote children's optimal growth and development outside classroom environment.</p> <p>3.2.5. Apply development theory to the analysis of child observations, surveys and or interviews using investigative research.</p>
3.3. Demonstrate a sound knowledge base in the field of Early Childhood Education and education in general	<p>3.3.1. Interpret knowledge as a source of meaning and a guide to educational reflection, choice, and action.</p> <p>3.3.2. Apply knowledge of the different theories of development when making decisions in the field.</p> <p>3.3.3. Evaluate the different philosophies of education</p> <p>3.3.4. Justify the role of the foundations of education (i.e., Sociology, history, philosophy, guidance, and counseling) in ECE.</p> <p>3.3.5. Evaluate the trends in the development of ECE in Botswana.</p>
3.4. Design curriculum and instructional practices to promote holistic development of young children.	<p>3.4.1. Develop a developmentally appropriate ECE curriculum.</p> <p>3.4.2. Analyze various steps involved in the development of ECE curriculum.</p> <p>3.4.3. Critique different curricular for ECE.</p> <p>3.4.4. Develop curricular instructional materials that meet the needs of various children.</p> <p>3.4.5. Employ a wide range of skills, pedagogy, and technology in young children's instruction.</p> <p>3.4.6. Set developmentally appropriate and inclusive learning environments for children.</p> <p>3.4.7. Employ assessment methods appropriate for young children.</p>

<p>3.5. Examine the development of young children in early childhood Education settings.</p>	<p>3.5.1. Apply safety precautions in an Early Childhood Education setting.</p> <p>3.5.2. Plan healthy meals/nutrition for young children.</p> <p>3.5.3. Set clean and hygienic Early Childhood Development environments.</p> <p>3.5.4. Implement relevant methods and procedures to assess young children's development and learning.</p> <p>3.5.5. Counsel young children with emotional problems (including the abused children).</p>
<p>3.6. Validate the use of various techniques that promote language, literacy and numeracy development in young children.</p>	<p>3.6.1. Describe the process of language, literacy, and numeracy development in young children.</p> <p>3.6.2. Apply teacher's roles in facilitating language, literacy, and numeracy development.</p> <p>3.6.3. Demonstrate the use of various techniques that promote literacy and numeracy in young children.</p> <p>3.6.4. Apply major theories and empirical research regarding child's development in language, literacy, and numeracy.</p>
<p>3.7. Construct a framework for establishing and maintaining partnerships between the school, family, and community in Early Childhood education</p>	<p>3.7.1. Describe challenges to multi- stakeholder approach in ECE.</p> <p>3.7.2. Formulate guidelines for multi stakeholder approach in ECE.</p> <p>3.7.3. Create awareness on sensitivity of diversity in a community of practice in ECE.</p> <p>3.7.4. Devise strategies that promote multi-stakeholder approach in ECE.</p> <p>3.7.5. Partake in activities that promote partnership in ECE.</p>
<p>3.8. Conduct research on issues facing young children and early childhood</p>	<p>3.8.1. Compile research papers, assignments and projects using the correct academic writing skills.</p>

programs to contribute new knowledge to the field	<p>3.8.2. Apply the different research designs.</p> <p>3.8.3. Carry out systematic research in the field</p> <p>3.8.4. Present a scholarly research paper (in both oral and written form).</p> <p>3.8.5. Evaluate research material in the field.</p> <p>3.8.6. Employ research findings to inform practice in the field of ECE.</p>
3.9. Design programs/activities for continuous learning to enhance professional development	<p>3.9.1. Expound on the role of continuous learning in professional development.</p> <p>3.9.2. Explore the different activities that enhance professional development.</p> <p>3.9.3. Generate professional activities that contribute to the field of Early Childhood Development.</p> <p>3.9.4. Partake in professional activities that enhance professional development.</p>

4. QUALIFICATION COMPOSITION AND RULES

	Title	Levels	Credits Value
FUNDAMENTAL COMPONENT Subjects / Units / Modules / Courses	Introduction to Early Childhood Education	5	12
	Early Childhood Development	6	13
	Introduction to Sociology of Education	5	12
	Introduction to Psychology in Early Childhood	5	12
	Information Communication Technology	5	12
CORE COMPONENT Subjects / Units / Modules / Courses	Business Communication	6	12
	Language and Early Literacy Skills	6	13
	Early Childhood Curriculum Design and Evaluation	6	13
	Child Health, Safety and Nutrition	6	13
	Instruction Design for Early Childhood Education	6	13
	Parenting Young Children	7	13
	Music and Movement	7	13
	Play and Creativity in Early Childhood	7	13
	Production of Children's Materials	7	13
	Working with Children with Special Needs	7	14
	Guiding and Disciplining Young Children	7	14
	Child Protection	7	14
	Educational Research	7	14

	Mathematics and Science for Early Childhood Educators	7	14
	Assessment for Early Childhood Education	7	14
	Business Management	7	14
	Contemporary issues in Early Childhood Education	7	14
	Management of Early Childhood Programmes	7	14
	Cultural and Religious Diversity	7	14
	Supervised Research Project	7	15
	Public Policy Analysis	7	15
	Planning and Organizing the Learning Environment	7	15
	Teaching Practice, I and II	7	56
	Dissertation	7	20
	Internship	7	32
	ELECTIVE COMPONENT (Choose 2 Electives)		
	Early Childhood Curriculum in Action	7	15
	Exploring Creativity Through Visual Arts	7	15
	Advocacy and Leadership in Early Childhood	7	15
	Physical Care and Development of Babies and Toddlers	7	15
	The Psychology of Exceptional Children	7	15
	Total Credits		500

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>	5	61
2	<i>Core Component</i>	25	409
3	<i>Elective Component Choose 2</i>	2	30
4	Total	32	500

4.2.2. Level Credit Distribution

No	Component	Credits
1	Level 5	60
2	Level 6	65
3	Level 7	375
4	Total	500

5. ASSESSMENT AND MODERATION ARRANGEMENTS
<p>5.1. Formative Assessment</p> <p>Formative assessment contributes 40% to the final grade.</p>
<p>5.2. Summative Assessment</p> <p>The Summative assessment contributes 60% to the final grade.</p> <p>Assessment shall be carried out by BQA registered and accredited Assessors.</p>
<p>6.0. MODERATION</p> <p>Internal and external moderators to be engaged will be BQA accredited subject specialists in relevant fields with relevant industry experience and academic qualifications.</p> <p>Both internal and external moderation shall be done in accordance with applicable policies and regulations.</p>
<p>8. RECOGNITION OF PRIOR LEARNING (RPL)- if applicable</p> <p>There shall be provision for award of the qualification through Recognition of Prior Learning (RPL) in accordance with institutional Policies in line with the National RPL Policy.</p>
<p>9. PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)</p> <p>9.1. Horizontal Progression</p> <p>Graduates of this qualification may consider pursuing related qualification for the purpose of multiskilling, retooling and gain expert knowledge in the Higher Education and Tertiary Education field. Credit transfer, module mapping and exemptions can be exercised in the following Qualifications:</p> <ul style="list-style-type: none"> • Bachelor of Education (Honours). • Bachelor in Higher Education and Quality Assurance. <p>9.2. Vertical Progression</p> <p>Graduates may progress to qualifications such as:</p> <ul style="list-style-type: none"> • Master's Degree in Higher Education. • Master of Education in Early Childhood Education. • Masters in Higher Education Leadership. • Master of Education in Educational Psychology. • Master of Education in Special Education. • Master of Education in Primary Education. • Master of science in Disability Studies

9.3. Diagonal Progression

Graduates may progress to qualifications such as:

- Post Graduate Certificate in Project Management if want to manage projects.
- Post Graduate Certificate in Research for those with passion for research and analysis and evaluations.
- Post Graduate Diploma in Distance Education Practitioners.

10. EMPLOYMENT PATHWAYS

Graduates from the Bachelor of Early Childhood Education will have requisite competencies and attributes to work as:

- ✓ Early Childhood Teacher.
- ✓ Early Childhood Curriculum Specialist.
- ✓ Early Childhood Education Advisor.
- ✓ Early Childhood Entrepreneur.
- ✓ Early Learning Education Director.

11. QUALIFICATION AWARD AND CERTIFICATION

For a Candidate to achieve this qualification they must have acquired a minimum of **500** credits. The Candidate should pass all the **CORE, FUNDAMENTAL and 2 ELECTIVES** modules.

Certification

A **Bachelor's in early childhood education** will be awarded to a Candidate upon completion of the qualification in accordance with applicable policies. A certificate and transcript will be issued at award.

12. REGIONAL AND INTERNATIONAL COMPARABILITY

Summary of Similarities and Differences Observed

1. **University of Zambia**, Bachelor of Education in Childhood Education and Care NCQF Level 7, 502 Credits. Develop human capital for the Early Childhood industry by exposing learners to an up-to-date Early Childhood Education, Early Childhood Development, Child Health, Safety and Nutrition, Instruction Design for Early Childhood Education, Parenting Young Children, Music and

Movement, Play and Creativity in Early Childhood, Production of Children's Materials, Working with Children with Special, Needs, Attachment for real life situations in Early Childhood Education.

2. **University of Mumbai (India)**, Bachelor of Education in Childhood Education and Care NCQF Level 7, 502 Credits. Prepare Learners for work in Learning and Education and allow Learners to discover more about the education system. The opportunities for graduates are very broad. This degree will qualify Learners to work in many roles including as an Education Officer developing programs for a wide range of industries or as an Education Support Officer (Integration Aide) working to support students within a school setting.
3. Other Qualifications offered in countries such as New Zealand and Switzerland (Europe) generally emphasis on development of competencies in Early Childhood Education and how Pre-School Education can be synthesized to bring the best of Early Childhood Education Skills and Competencies. Market trends signify that Early Childhood Industry has high skills demand, labour market Observatory confirms the same through HRDC Sector committees on Occupations on demand. Although the qualifications examined generally follow similar structures and standards, there are differences, though not significant, in that their niche market and programme layout are focusing in certain sectors of the economy which is different from the other.

Comparability and articulation of the proposed qualification with the ones examined

The proposed qualification generally compares well with all the qualifications studied since the exit outcomes cover similar scope and depth and are aligned to exit-level descriptors typical to this level and type of qualification as done within the region and beyond as well as competencies required for registration and accreditation with Ministry of Education and Skills Development. However, what sets it apart from the qualifications examined, is that there is provision for development of attributes such as Introduction to Early Childhood Education, Sociology of Education, Psychology in Early Childhood, Early Childhood Development, Language and Early Literacy Skills, Early Childhood Curriculum Design and Evaluation, Music and Movement, Play and Creativity in Early Childhood and Production of Children's Materials, which are crucial for the Early Childhood industry. The qualification is anchored on a competency and credit-based qualification framework.

REVIEW PERIOD

The qualification will be reviewed after every 5 years or as and when the need arises.