

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION SECTION A						
QUALIFICATION DEVELOPER	QUALIFICATIONS DEVELOPMENT PANEL: BA ISAGO University Bosa Bosele Training Institute Botswana Open University Gaborone University College of Law and Professional Studies Logan Business College Ramatea Vocational School Serowe College of Education					
TITLE	Master of Education in Early Childhood Development				NCQF LEVEL	9
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		Diploma		Bachelor	
	Bachelor Honours		Master	✓	Doctor	
CREDIT VALUE	264					
RATIONALE AND PURPOSE OF THE QUALIFICATION						
<p>Optimising the early years of children's development is the best investment in ensuring future success. Although the various policies and statements of intent from the Government of Botswana (GOB) and the Ministry of Education and Skills Development (MOESD) support and advocate for the above, Botswana has been participating leisurely in various forms of Early Childhood Education (ECE) activities and programs for quite some time (Pre-Primary Curriculum Framework 2013). However, over the years the trend has reversed, and more attention is now given to Early Childhood Development and Training. For example, in 2015, the government of Botswana started rolling out ECE programs in several public primary schools for children aged 4 and 5 years. This created a demand for trained and skilled Early Childhood Development teachers to design, implement and manage a holistic early childhood curriculum to young children (Human Resources Development Council Top Occupations in High Demand, 2016).</p>						

Furthermore, the Botswana Revised National Policy on Education (RNPE, 1994) suggested that efforts should be intensified to establish a worthwhile ECC&E program by developing capacity to support the program and supervise services. This implies that quality education is very critical for any economic success with the start of early childhood development (NDP 2017-2023; Vision 2036, Education and Skills Development Report, page 20). Therefore, training and skills development is mandatory to produce qualified ECD professional who would work and serve in early childhood settings.

The proposed MEd-ECD lays emphasis on the learners' acquisition of 21st century skills, diverse thinking and empowers them to work with state-of-the-art tools and techniques, to live in the world of knowledge, with a challenging and optimistic attitude. It intends to serve as the drivers and guiding principles for the development of all learning that takes place in pre-schools and at other ECD settings. It caters for the development of skills of infusing creativity in teaching/learning process; of providing education and care to children with special needs; whilst gaining understanding of the burning issues and the evolving trends in ECD.

Purpose

The purpose of this qualification is to train and equip candidates with the necessary skills and competences to:

- work and manage different early childhood settings.
- benchmark and develop best practices in early childhood education as proposed by United Nations International Children's Emergency Fund (UNICEF).
- articulate, implement and monitor government policies on Early Childhood Education at both national and international level.

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:

- i. Candidates should have at least a Bachelor's Degree (NCQF level 7) in Early Childhood/ Infant Education, from a recognized Education and Training Provider.
- ii. **Special Entry:** Candidates who do not have the minimum academic qualifications stated above, with other degree qualifications and five years relevant work experience in the relevant field, will be

considered upon satisfying the requirements of the Academic Affairs Board that might include an entrance interview.

Credit Transfer

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

QUALIFICATION SPECIFICATION		SECTION B
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA	
1. Contribute to various human developmental theories and their principles in children's education	1.1 Demonstrate extensive knowledge of theories of child development 1.2 Compare and contrast different theoretical framework that relate to the study of child development 1.3 Apply the acquired knowledge and skills for effective use of information communication and technology to enhance learning 1.4 Collaborate effectively with caregivers, community members and all other interesting parties to promote children's optimal growth and development outside classroom environment 1.5 Apply development theory to the analysis of child observations, surveys and or interviews using investigative research	
2. Demonstrate a sound knowledge base in the field of Early Childhood Education and education in general	2.1 Interpret knowledge as a source of meaning and a guide to educational reflection, choice and action 2.2 Apply knowledge of the different theories of development when making decisions in the field 2.3 Evaluate the different philosophies of education 2.4 Justify the role of the foundations of education (i.e. Sociology, history, philosophy, guidance and counselling) in ECE 2.5 Evaluate the trends in the development of ECE in Botswana	
3. Design curriculum and instructional practices to promote holistic development of young children.	3.1 Develop a developmentally appropriate ECE curriculum 3.2 Analyze various steps involved in the development of ECE curriculum 3.3 Critique different curricular for ECE	

	<p>3.4 Develop curricular instructional materials that meet the needs of various children</p> <p>3.5 Employ a wide range of skills, pedagogy and technology in young children's instruction.</p> <p>3.6 Set developmentally appropriate and inclusive learning environments for children</p> <p>3.7 Employ assessment methods appropriate for young children.</p>
4. Critique models and approaches used for teaching young children	<p>4.1 Examine the models used to ensure relevance young children learning</p> <p>4.2 Compare and contrast different models used in teaching young children</p> <p>4.3 Assess the different approaches used in teaching young children</p> <p>4.4 Apply the different approaches to the classroom instruction</p> <p>4.5 Relate the models to the approaches used in teaching young children</p> <p>4.6 Evaluate models and approaches on their use in learning situations</p>
5. Validate the use of various techniques that promote language, literacy and numeracy development in young children	<p>5.1 Describe the process of language, literacy and numeracy development in young children.</p> <p>5.2 Apply teacher's roles in facilitating language, literacy and numeracy development.</p> <p>5.3 Demonstrate the use of various techniques that promote literacy and numeracy in young children.</p> <p>5.4 Apply major theories and empirical research regarding child's development in language, literacy and numeracy.</p>
6. Construct a framework for establishing and maintaining partnerships between the school, family and community in Early Childhood education	<p>6.1 Describe challenges to multi- stakeholder approach in ECE</p> <p>6.2 Formulate guidelines for multi stakeholder approach in ECE</p>

	<p>6.3 Create awareness on sensitivity of diversity in a community of practice in ECE</p> <p>6.4 Devise strategies that promote multi-stakeholder approach in ECE</p> <p>6.5 Partake in activities that promote partnership in ECE</p>
7. Conduct research on issues facing young children and early childhood programs to contribute new knowledge to the field	<p>7.1 Compile research papers, assignments and projects using the correct academic writing skills</p> <p>7.2 Apply the different research designs.</p> <p>7.3 Carry out systematic research in the field</p> <p>7.4 Present a scholarly research paper (in both oral and written form)</p> <p>7.5 Evaluate research material in the field</p> <p>7.6 Employ research findings to inform practice in the field of ECE</p>
8. Design programs/activities for continuous learning to enhance professional development	<p>8.1 Expound on the role of continuous learning in professional development</p> <p>8.2 Explore the different activities that enhance professional development</p> <p>8.3 Generate professional activities that contribute to the field of Early Childhood Development</p> <p>8.4 Partake in professional activities that enhance professional development</p> <p>8.5 Evaluate professional activities that promote professional development</p>

QUALIFICATION STRUCTURE			
			SECTION C
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	Level	Credits
	Foundations of Education (Philosophy, Sociology and Psychology of Education)	8	10
	Language, literacy and Numeracy in ECE	8	10
	Advanced Research Methods	9	20
CORE COMPONENT Subjects / Units / Modules /Courses	Theories of Human Development and Application	9	15
	Child Development and Instructional Strategies in ECE	9	15
	Contemporary Issues and Trends in ECE	9	15
	Management and Administration of ECE Programs	9	15
	Dissertation	9	80
	Curricular Models and Approaches in ECE	9	15
	Classroom Based Observation and Assessment of Young Children	9	15
	Science and Social Science Curriculum in ECE	9	15
	Creative Arts in ECE	9	15
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	(Set One- Select 1)		
	Leadership in ECE	9	10
	Family and Diverse Society	9	10
	Seminar in ECE	9	10
	(Set Two- Select 1)		
	Quantitative Data Analysis	9	14
	Qualitative Research Methods	9	14
	Action Research in Education	9	14
Rules of combinations, Credit distribution (where applicable):			
<p>Level 8 =20 credits</p> <p>Level 9 =244 credits</p> <p>Total credits=264</p> <p>Rules of Combination</p> <p>The credit combination for this qualification is made up of 40 credits from the fundamental component, 200 credits from the core component and the remaining 24 credits are from the elective component where candidates would choose one (1) module under each set.</p>			

ASSESSMENT & MODERATION ARRANGEMENTS

Assessment Arrangements

All assessments which are leading to the award of the qualification should be based on learning outcomes and associated assessment criteria. The learners will be assessed based on Continuous Assessment and the final examination.

i. Formative assessment

- The weightings for the Formative Assessment component which contributes to the awarding of credits are to be weighted according to the Assessment policies of Education and Training Provider. Formative assessment or continuous assessments include term papers, group/individual presentations and assignments.

ii. Summative assessment

- Final examinations
- Dissertation which will be assessed based on the final submission of a bound report

Moderation Arrangements

All internal and external moderation will be done according to applicable policies and regulations.

Internal Moderation

- All assessment instruments should be internally moderated before administration
- All marked scripts should be moderated internally
- The preparation of the moderation should be accompanied by the Assessment Matrix.
- 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

- i. Following Internal Moderation, a sample of assessment items will be reviewed by the External Examiner.
- ii. All items reviewed by the External Examiner will have been subject to Internal Moderation, although not all items scrutinised by the External Examiner will have been second marked.
- iii. The role of the External Examiner is to provide an objective, external engagement with the assessment items to ensure that they have been graded reliably and reflect the required academic standards set. External moderation will be carried as follows:
 - The sample size within a module will be at least 10% of work from each assessment item.
 - The sample should be taken from all modules in those levels which contribute to the final award classification.
 - The sample will contain items that were chosen for internal second marking and those that were not.
 - A copy of the Assessment Moderation Form is available to all External Examiners for recording purposes.

For Dissertation, the accredited internal examiner (who shall not be the supervisor) and external examiner would be appointed. A student shall submit three loose bound copies of the Dissertation accompanied by a covering letter signed by the supervisor indicating his or her approval. The register moderator shall each submit a signed report to the Dean of Academics or the head of the faculty stating whether the Dissertation is:

- Accepted unamended and passed
- Accepted pending minor amendments
- Referred for major amendments
- Rejected and failed

If the Dissertation has been referred by major amendments, it is the responsibility of the supervisor to determine that the learner has made all the corrections recommended by the Examiners. The major amendments shall be then approved by the External Examiner. A dissertation which has been referred for amendment shall be resubmitted only once. In the case of contradictory reports from Examiners, the department may request and recommend a third Examiner to the School of Graduate studies.

CRITERIA FOR SELECTION OF MODERATOR

Internal examiner:

The internal examiner should be accredited BQA Moderator and should hold a PhD degree and a rank of Senior lecturer (or higher), experiencing in supervising or co-supervising graduate student research and evidence of current scholarly activity (peer-reviewed publications).

External Examiner:

The external examiner should be accredited BQA Moderator and should hold a PhD; experience in supervising graduate student research; evidence of current scholarly activity (peer-reviewed publications); and served as an External Examiner elsewhere.

RECOGNITION OF PRIOR LEARNING (if applicable)

Recognition of Prior Learning (RPL) is a form of assessment for eligibility into the qualification. It allows recognition of skills and knowledge acquired through informal learning such as work or life experience. RPL is granted where the candidate is able to provide sufficient evidence of their competence in a module as determined by the institutional policies.

The Education and Training Provider will review all evidence presented and will match that evidence against the Performance Criteria stated in the Unit of Competency. The Education and Training Provider may find it necessary to ask questions about the evidence or ask the candidate to perform an activity or undergo a test to provide evidence where there are gaps between what has been provided and what is required.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

Horizontal articulation

- M.Ed.in Primary Education
- M.Ed. in Curriculum Design and Instruction
- M.Ed. in Special and Inclusive Education
- M.Ed. in Guardian and Counselling

Vertical Articulation

- Doctor of Education (EdD) in Early Childhood Education

- Doctor of Education (EdD) in Curriculum & Instruction: Early Childhood Education
- Doctor of Education (EdD) in Leadership: Early Childhood Education Specialization
- PhD in Infant and Early Childhood Development
- PhD in Education: Early Childhood Leadership and Advocacy

Employment Pathways

- ECD Teachers
- ECD Teacher Educators
- School Administrator and Management Officer
- Child advocate
- Lecturer in ECD
- ECD Policy developer
- ECE Supervisor
- ECD Curriculum developer
- ECD Community service worker
- Early Childhood Programmes Coordinators
- Preschool Owners
- Social Services Officers
- Early Childhood Advisors for National policymakers
- ECD consultant for Day Care Centres.
- Early Childhood Development instructors

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, candidates must have successfully completed all fundamental, core and elective modules and passed examinations in accordance with regulations set by the Education and Training Provider. The Master of Education in Early Childhood Development will be awarded to candidates who have obtained a minimum of 264 credits.

REGIONAL AND INTERNATIONAL COMPARABILITY

The qualification compares favourably with qualifications from the following institutions:

- a) USA: Portland University; Master's in Early Childhood Development
- b) University of Dublin; Master's in Education Studies (Early Childhood Education)
- c) University of Pretoria (South Africa); Master's Degree Early Childhood Intervention (MECI)

There are notable similarities between the proposed qualification and the ones offered by the stated Universities above in terms of structure. All the qualifications are offered through taught modules and a Dissertation. There are similarities modules covered such as of psychology and policies and practice in Early Childhood Education. The assessment arrangements in place are also similar across the Universities identified and include assignments, and presentations.

The proposed Master of Education in Early Childhood is placed at NQF Level 9, which is similar to the qualification offered by the University of Pretoria and the University of Dublin. Furthermore, the entry qualifications into the proposed qualification are similar (NQF 7 or 8) with those of the Universities benchmarked with.

The duration of the proposed qualifications is 2 years on full time studies, which is different from the University of Pretoria, University of Dublin and Portland University, which offer their qualifications over 1 year on a full-time basis and 2 years on part time basis. Another notable difference is on the number of credits, the proposed qualification carries 264 credits, whereas qualifications offered by the University of Pretoria and University of Dublin carries 180 and 90 credits respectively.

REVIEW PERIOD

The qualification will be reviewed after 5 upon registration.