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SECTION A: QUALIFICATION DETAILS												
QUALIFICATION DEVELOPER (S)		Institute of Development Management										
TITLE	Bachelor of Arts in Early Childhood Development & Education										NCQF LEVEL	7
FIELD	Education & Training	SUB-FIELD			Early Childhood Development					CREDIT VALUE	480	
<i>New Qualification</i>					√	<i>Review of Existing Qualification</i>						
SUB-FRAMEWORK	<i>General Education</i>				<i>TVET</i>				<i>Higher Education</i>			√
QUALIFICATION TYPE	<i>Certificate</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>V</i>	<i>Diploma</i>	<i>Bachelor</i>			√	
	<i>Bachelor Honours</i>			<i>Post Graduate Certificate</i>				<i>Post Graduate Diploma</i>				
	<i>Masters</i>					<i>Doctorate/ PhD</i>						

RATIONALE AND PURPOSE OF THE QUALIFICATION

RATIONALE

The Early Childhood Education and Care (ECCE) sector in Botswana has been neglected for a long time. The Revised National Policy on Education (1994) was instrumental in making recommendations that efforts be made to establish an ECCE qualification by the Ministry of Education through the development of capacity building and supervisory services. It also made recommendations for the training of teachers and development of a curriculum for pre-primary education. The ECCE Policy (2001) sought to address problems and needs of the ECCE qualification compounded by lack of trained teachers, capacity to provide a curriculum framework and the absence of professional support and supervision and children with special needs. It also highlighted minimum standards required for a center to provide quality service. The Inclusive Education Policy (2011) states:

“The overall goal is the achievement of an inclusive education system in Botswana which
 Provides children, young people and adults with access to relevant, high quality education
 which will enable them to learn effectively, whatever their gender, age, life circumstances,

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health, disability, stage of development, capacity to learn or socio-economic status.”

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 Top Occupations in High Demand (2016) under the education and training sector, identified 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 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.

PURPOSE

The purpose of this qualification is to:

- Equip the learner with comprehensive knowledge in early childhood education and care.
- Enable the learner to guide the holistic development of the child from birth to nine years and facilitate readiness for primary schooling.
- Empower learners to effectively assist the child in developing the cognitive, affective and psychomotor skills in the child’s social, physical and spiritual environments.
- Enable them to conduct themselves professionally and ethically.
- Provide the learner with contemporary theoretical foundations and research skills.
- Facilitate professional registration of the graduate with the envisaged Botswana Professionals Teaching Council.

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ENTRY REQUIREMENTS (including access and inclusion)

Minimum entry requirement for this qualification is:
 NCQF Level 4, Certificate IV 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 National RPL and CAT Policies.

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SECTION B		QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)		ASSESSMENT CRITERIA	
1. Advocate for early childhood education and care as a professional practitioner		<ul style="list-style-type: none"> i. Describe the purpose and rationale for advocating for early childhood education and care. ii. Reflect and evaluate own role on practice, advocacy style and strategies. iii. Develop an advocacy plan of action as an early childhood professional practitioner. iv. Identify issues which require attention and justify the motivation for advocacy. v. Explain current issues and trends impacting on early childhood in the plan of action. vi. Demonstrate ability to draw on data within the selected early childhood service that is relevant to the issues and trends discussed. vii. Evaluate the advocacy plan of action to identify areas of improvement. 	
2. Demonstrate knowledge and understanding of leadership and management within the early childhood education context		<ul style="list-style-type: none"> i. Describe principles of effective management and leadership. ii. Plan and implement the management of early childhood institutions effectively and with integrity. iii. Provide focus and direction in line with individual needs and organisational strategy. iv. Manage learning and assessment to meet learners and organisational needs according to relevant early childhood education plans. v. Formulate strategies and activities to inculcate values and positive attitudes into own school culture. vi. Make best use of diversity within the early childhood education establishment to undertake management activities and promote productivity. vii. Promote team building activities to enable the achievement of set goals and objectives. 	

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	viii. Deal with conflicts according to established conflict management principles and in line with organisational policies and procedures.
3. Demonstrate knowledge of assisting with the implementation of early intervention programmes in ECCE in a holistic and integrated manner	<ul style="list-style-type: none"> i. Identify learning and developmental characteristics in babies and children including those with special educational needs (SEN). ii. Demonstrate knowledge of early intervention practice. iii. Describe characteristics of a selected early childhood setting in relation to inclusion. iv. Explain how to assist with the implementation of an inclusive programme for a baby or child in an early childhood setting. v. Describe factors that may affect ways of working with extended families in relation to early intervention practices. vi. Provide information and resources to help families meet their children`s needs. vii. Establish and maintain co-operative relationships with other agencies and practitioners working in the community.
4. Demonstrate knowledge of child protection practices	<ul style="list-style-type: none"> i. Explain regulatory requirements and policies. Regulatory requirements and policies include but is not limited to: Children`s Act, Deserted Wives and Children's Protection Act, Public Health Act, ETTSP, ECCE Policy, Infant & Young Child Feeding Policy. ii. Explain the types of child abuse. iii. Describe child protection practices. iv. Describe support systems for child protection. v. Critique reporting procedures in the event of child abuse in a simulated context. vi. Reflect on role of an early childhood practitioner in relation to child protection practices in early childhood settings.
5. Manage a well-planned and organised learning programme to meet the	<ul style="list-style-type: none"> i. Explain programme planning underpinned by key issues and trends in early childhood development and their implications for ECCE provision and curriculum development within historical, national and international contexts.

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<p>needs of individual children within the framework of the national school curriculum</p>	<ul style="list-style-type: none"> ii. Plan the learning programme to help children achieve the specific learning outcomes of the national school curriculum in developmentally appropriate ways to facilitate learning at their own pace. iii. Use creatively developed resources to ensure a stimulating and effective learning programme. iv. Use the language of instruction appropriately and fluently to facilitate language development and tell stories, explain, describe and mediate learning in the preschool phase. v. Use second official language correctly and appropriately in bi-lingual learning groups and/or to facilitate the acquisition of a new language in the preschool phase. vi. Evaluate the learning programme critically following specified criteria on a regular basis and modified accordingly. vii. Establish and maintain efficient administrative systems for managing the learning programme. viii. Describe and implement ECCE policy, legal requirements, regulations and procedures for registration and accreditation.
<p>6. Demonstrate knowledge and understanding of behaviour change for children with challenging behaviour in early childhood educational setting.</p>	<ul style="list-style-type: none"> i. Describe the development of social and cooperative behaviour in a child and demonstrate knowledge of ways to establish an inclusive learning environment that assists with behaviour change. ii. Demonstrate knowledge of assisting children who have eating, drinking, personal care and toilet care challenges. iii. Describe strategies to assist with behaviour change. iv. Assist with the implementation of behaviour change programme for a child with challenging behaviour. v. Demonstrate knowledge of procedures for crisis behaviour intervention. vi. Demonstrate knowledge of support resources available in relation to ongoing challenging behaviour in a child.
<p>7. Identify and apply ethical guidelines for working with</p>	<ul style="list-style-type: none"> i. Describe ethics and discuss their relationship to the values of individuals and to potential prevailing situations. This includes but is not limited to:

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<p>young children in early childhood contexts.</p>	<p>values of individuals in different situations, people's value and may be influenced by the immediate and wider social and cultural contexts.</p> <ul style="list-style-type: none"> ii. Identify ethical situations from all parties' perspectives. All parties include but is not limited to: own values, conflict between two more values, professional values, legal requirements and professional values. iii. Identify the purpose of the code of ethics and legal requirements including possible sources of advice and support. iv. Identify and discuss own ethical issues that may be associated with working with young children and highlight opportunities for personal improvement. v. Describe proper ethical procedures for dealing with young children. vi. Discuss the impending Botswana Teaching Council and implications for the teaching fraternity.
<p>8. Promote the safety and healthy development of each child in a safe environment.</p>	<ul style="list-style-type: none"> i. Formulate and implement health and safety policies which comply with the legal requirements of the relevant statutory bodies. ii. Plan a supervision schedule for free play time with swings, jungle gyms, wheel toys and water troughs. iii. Describe a safe environment for young children and how to maintain it. iv. Demonstrate basic first aid and life-support proficiency. v. Describe and demonstrate techniques to assist children in developing safe practices. vi. Develop emergency plans for early childhood settings. vii. Review emergency plans and procedures for a specific early childhood setting.
<p>9. Apply the principles and concepts of emotional intelligence to the organisation of self and others within early childhood education contexts.</p>	<ul style="list-style-type: none"> i. Describe the principles and concepts of emotional intelligence in respect of life and work relations within ECCE. The concepts of emotional intelligence include but are not limited to: self-confidence, self-awareness, self-esteem and locus of control. ii. Analyse the role of emotional intelligence in interpersonal and intrapersonal relationships in life and work situations within ECCE set up.

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	<ul style="list-style-type: none"> iii. Explain the consequences of applying emotional intelligence with reference to examples from life and work situations. Examples include but are not limited to: self-esteem, motivation, interpersonal conflict, positive work environment, managing stress and improved productivity within ECCE set up. iv. Evaluate own level of emotional intelligence in order to determine development areas within ECCE set up. v. Analyse own responses to life and work situations in terms of the principles and concepts of emotional intelligence. vi. Analyse strengths and weaknesses with reference to the concepts and principles of emotional intelligence in order to identify development areas within ECCE set up. vii. Describe techniques for improving own emotional intelligence in relation to development areas identified.
<p>10. Demonstrate knowledge and understanding of Volatility, Uncertainty, Complexity, Ambiguity (VUCA) Leadership within the early childhood education context.</p>	<ul style="list-style-type: none"> i. Identify and describe the key components of VUCA. ii. Demonstrate knowledge of effective planning, decision-making, communication and appropriate behaviour when operating in turbulent situations. iii. Demonstrate ability to overcome volatility in the early childhood education environment and turn it into positive vision. iv. Identify destructive uncertainty in own organisation and turn it into clear understanding. v. Manage and lead complexity in own organisation to ensure clarity for the teams and other employees. vi. Identify ambiguity in the early childhood education environment and adapt it into agility. vii. Demonstrate understanding of the key principles and process to lead, teams, other employees and the organisation through VUCA to become resilient.

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<p>11. Carry out basic research on an education problem within ECCE contexts.</p>	<ul style="list-style-type: none"> i. Plan a research assignment/topic. ii. Review relevant literature. iii. Construct a basic research design/question(s). iv. Outline the research approach. v. Demonstrate ethical considerations. vi. Analyse the data. vii. Compile research findings and conclusions. viii. Produce a final written research report.
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SECTION C		QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level				Total <i>(Per Subject/ Course/ Module/ Units)</i>
		Level 5	Level 6	Level 7	Level 8	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	International Computer Driving License	20				20
	Entrepreneurship development and Education	5				5
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	History of ECCE in Botswana	10				10
	Theories of Child Development	5	5			10
	ECCE services in Botswana	5				5
	Integrated Early Childhood Development (IECD) Curriculum Blue-print		10			10
	Interpret and apply ECCE policy		10	10		20

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	Safe supervision of young children in an early childhood setting	5	7	10		22
	Professional practice in an early childhood setting		10	10		20
	Requirements of registration and accreditation in an early childhood setting		5	5		10
	National Credit & Qualifications Framework (NCQF)		4	5		9
	Outcomes Based Education & Training (OBET)		5	5		10
	Outcomes Based Assessment		8	8		16
	Outcomes Based Moderation			15		15
	Psychology of young children		6	8		14
	Approaches and methods of Teaching Young Children		8	8		16
	Inclusive Education		7	7		14

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	Parenting and community participation		6	6		12
	Educational Administration and Management		5	7		12
	Contemporary Issues in Education		10	10		20
	Assessment strategies for early learners		10	10		20
	Instructional material development		5	5		10
	Comparative Studies in education		5	5		10
	Early Childhood Literacy		10	10		20
	Early Children's Mathematics & Science		10	10		20
	Creative activities in the early years		10	10		20
	Bilingual and multilingual perspectives		10	10		20
	Practicum / Teaching Practice		10	20		30
	Research Project		10	20		30

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	VUCA leadership				10	10
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i> Choose One option	Mother tongue as a communication language			20		20
	Missing children in ECDE			20		20
	Cultural identity within ECCE			20		20
	Interventions in childhood disability			20		20

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

<i>NCQF Level</i>	<i>Credit Value</i>
5	50
6	186
7	234
8	10
TOTAL CREDITS	480

Rules of Combination:

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

The 480-credit distribution for the qualification components to be achieved:

Fundamental Component – 25 credits

Core Component - 435 credits

Elective Component – 20 credits

The qualification structure is premised on these rules of combination.

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ASSESSMENT ARRANGEMENTS

ASSESSMENT ARRANGEMENTS

All assessments, formative and summative, contributing to the award of the qualification will be based on learning outcomes and/or sub-outcomes.

Formative assessment

The contribution of formative assessment to the final grade is 60%.

Summative assessment

The contribution of summative assessment to the final grade is 40%.

MODERATION ARRANGEMENTS

The purpose of the moderation is to ensure that assessment and marking across all Modules is fair, valid, and reliable. It also ensures that the assessment tool is aligned to the learning outcomes, that it is set at appropriate level of study and, that the process of marking is consistent.

Internal moderators to be engaged will be BQA accredited subject specialists in relevant fields with relevant industry experience and academic qualifications.

Both internal and external moderation shall be done in accordance with applicable policies and regulations.

RECOGNITION OF PRIOR LEARNING

There shall be provision for award of credits towards the qualification through Recognition of Prior Learning (RPL) in accordance with institutional Policies in line with the National RPL Policy.

CREDIT ACCUMULATION AND TRANSFER

Learners who have demonstrated the required competence against the modular outcomes of this registered qualification and have been declared competent, will be awarded credits which they will accrue according to the National CAT Policy as a record of achievement and will be registered on the BQA Learner Records Database. If

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learners wish to transfer to another ETP, they will transfer the credits they have accumulated to facilitate a smooth transition into the qualification to avoid repetition and proceed accordingly where they left.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Progression Pathways

Vertical Progression

Learners who have completed the Degree in Early Childhood Education could progress into the following at any local, regional or international university:

- Post graduate diploma in Early Childhood Education at NCQF level 8
- Bachelor of Education in Management and Leadership at NCQF Level 8.

Horizontal Progression

- Bachelor of Education in Special Education at NCQF Level 7
- Bachelor of Education in Guidance and Counselling at NCQF Level 7

Employment pathways

- Pre-school teacher
- Curriculum developers in pre-school
- Self-employment as owner of pre-school
- Consultant for preschools

QUALIFICATION AWARD AND CERTIFICATION

Upon successful completion of the qualification, a Bachelor of Education in ECCE will be awarded to graduates who have fulfilled all the requirements of the degree including rules of combination and credit distribution as outlined in the qualification structure viz Fundamental – 25 credits, Core - 435 credits, Elective – 20 credits totalling 480 credits.

REGIONAL AND INTERNATIONAL COMPARABILITY

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Regional Comparison

Similarities	Differences
A. Bachelor of Education in Foundation Phase Teaching, University of Western Cape	
<ol style="list-style-type: none"> 1. Both have same lay out in terms of field, sub-field, sub-framework, NQF level, credit value, qualification type, rationale, purpose, entry requirements, qualification specification in terms of exit level outcomes, assessment criteria; qualification structure in terms of fundamental, core and elective components; rules of combination, RPL, 2. Have the same credits of 480 at level 7 3. Practical learning 4. Language development for literacy enrichment 5. Foundation phase mathematics 6. Life skills 7. Child development 8. Academic literacy 9. Becoming a foundation phase teacher 10. Second additional language 11. Pedagogy for the young 12. Teaching reading and writing 13. Introduction to educational research 	<ol style="list-style-type: none"> 1. The title is different due to the qualifier Foundation Phase Teaching

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B. Bachelor of Education in Early Childhood Education - University of Dodoma, Tanzania	
<ol style="list-style-type: none"> 1. Introduction to general psychology 2. Development perspectives 3. Communication skills 4. Principles of education 5. Introduction to educational management and school administration 6. Introduction to information and communication technology 7. Introduction to education psychology theories of child development & learning 8. Facilitating literacy and numeracy development in early childhood year 9. Teaching practice 10. Classroom management skills 11. Early Childhood Policy Planning and Analysis 12. Social Psychology 13. Principles of Curriculum Development and Evaluation 14. Educational Media and Technology 15. Learning Difficulties in Schools 16. Interventions for Disadvantaged Children 17. Principles of Early Childhood Education Curriculum 	<ol style="list-style-type: none"> 1. Three year degree due to entry requirement being at NCQF level 2. Total of 375 credits 3. Kiswahili Teaching Methods 4. French Teaching Methods 5. Arabic Teaching Methods 6. Korea Teaching Methods 7. Chinese Teaching Methods 8. Biology Teaching Methods 9. Physics Teaching Methods

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18. Educational Measurement and Evaluation 19. Research Methods in Education 20. Behaviour Modification 21. Professionalism and Ethics in Education 22. Culture and Child’s Rights 23. Transition Issues in Early Childhood Education	
International Comparison	
Similarities	Differences
A. Bachelor degree in Early Childhood Teacher Education – University of Turku, Finland	
1. General studies 2. Language and Communication studies 3. Basic and Intermediate studies in education 4. Vocational studies in Early Childhood and Pre-primary Education 5. Introduction to University Studies 6. Digital Learning and Teaching and Media Education 7. Multilingualism and Multiculturalism in Education 8. Guidance for writing 9. Academic and Professional Skills for Education 10. Introduction to Educational Science 11. Sociology of Education	1. 180 European Credits Transfer and Accumulation System (ECTS) 2. Placed at level 6 of the Finnish Qualifications Framework 3. Rigorous entry process: <ul style="list-style-type: none"> i. An assessment of the application documents (motivation letter and secondary education certification) ii. The entrance examination is an online interview in English, based on materials sent to the applicants iii. The length of the motivation letter is maximum 4000 characters, including spaces: <ul style="list-style-type: none"> • Description reasons for applying for the programme • Description and evaluation of oneself on suitability for early childhood teaching • Description of expectations from the programme based on the Finnish early education system

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<p>12. Developmental and Educational Psychology</p> <p>13. Basics in Didactics</p> <p>14. Flourishing and Healthy Learning Communities</p> <p>15. Practical training in Early childhood education</p> <p>16. Learning and Pedagogical Support</p> <p>17. Research Workshop</p> <p>18. Bachelor's Thesis</p> <p>19. Special Education in Early Childhood</p> <p>20. Pedagogy in Early Childhood Education</p> <p>21. Thoughts, Emotions and Behaviours: Development and Pedagogical Support</p> <p>22. Co-Operation in Early Childhood Education</p> <p>23. Music Education</p> <p>24. Physical and Health Education</p> <p>25. Visual Arts Education</p> <p>26. Craft, Design and Technology in Early Childhood Education</p> <p>27. Language and Interaction</p> <p>28. Environmental Studies in Early Childhood and Pre-Primary Education</p> <p>29. Mathematics in Early Childhood and Pre-Primary Education</p>	<ul style="list-style-type: none"> • Invitation to the entrance examination interview which is based on motivation in the field of early childhood education, interaction skills and clarity and depth of academic argumentation • to promote patient and client safety as well as the safety of minors, certain restrictions are applied to student admission • Restrictions on student admission will be applied only in cases where it is evident that the applicant cannot participate in the education due to his or her state of health or ability to function • Drug tests during studies and a criminal records extract for activities involving work with minors to ensure their safety against serious crimes offenders (sex offence, murder, aggravated assault and battery, aggravated burglary and robbery and narcotics offence). <p>iv. Finnish Beginners' Course</p>
<p>B. B Ed in Early Childhood- Deakin University, Australia</p>	

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<ol style="list-style-type: none"> 1. Placed at Australian Qualification Framework at level 7 with 360 credits and takes three years 2. Literacy test 3. Numeracy test 4. Child development 5. Pedagogy and play 6. Planning and assessment for teaching and learning 7. Professional knowledge 8. Partnership with families 9. Contemporary perspectives on education 10. Promoting health, well-being and nutrition 11. Young children and the Arts 	<p>Entry level is A levels equivalent to Certificate V</p>
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Conclusion

The qualification compares favourably regionally and internationally in terms of scope across major themes. The Bachelor of Education in Foundation Phase Teaching, University of Western Cape is similar in terms of credits (480) and NQF level (7) as currently, the entry level is certificate IV as part of the NCQF transition arrangements. The fundamental difference between the titles is the qualifier Foundation Phase Teaching instead of Early Childhood but technically there is no fundamental difference as foundation phase refers to teaching of children between ages 3-7 years and is categorised within the Early Childhood subfield. The Bachelor of Education in Early Childhood Education offered by University of Dodoma is a three-year degree with 375 credits and admission requirements being certificate V (A' levels or equivalent) and corresponds to the NCQF level 7 degree with minimum of 360 credits. The other minor difference is with regard to the language and subject specific teaching methods which are peculiar to Tanzania.

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On the international front, the Bachelor Degree in Early Childhood Teacher Education offered by University of Turku in Finland is also at par to the B. Ed in ECCE as the level 6 of the Finnish Qualifications Framework is equivalent to the NCQF level 7 including the 180 ECTS which equates to 360 credits as 60 ECTS corresponds to 1200 notional learning hours. The Finnish degree has highlighted critical perspectives as reflected by the rigorous entry requirements to ensure that committed and passionate prospective learners are selected. Initially, only forty prospective learners are shortlisted for the written interview based on the quality of the motivation letter by outlining reasons for applying for the programme, self-assessment on suitability to be an early childhood teacher and own expectations from the programme. The interview is designed to demonstrate the zeal for early childhood education, communication and analytical skills. Thereafter, only twenty learners are admitted into the programme taking into their account their secondary education credentials. Learners are also expected to demonstrate that they can take part in physical related training activities or find ways to overcome their impairment. A criminal record extract to confirm that they have no previous serious crimes convictions (sex offence, murder, aggravated assault and battery, aggravated burglary and robbery and narcotics offence as a precautionary measure is required for learners who will be working with minors. In certain limited cases, learners may also be compelled to submit a drug test certificate demonstrate ability to cope with the programme. Lastly, the B Ed in Early Childhood offered by Deakin University in Australia also compare adequately as there were no significant differences found.

Therefore, in view of the foregoing, the qualification has proved to be dynamic and competitive in outlook through its focus on contemporary emerging issues such as NQFs, learner support, OBET approach and VUCA leadership to enable the graduates to be agile and resilient during turbulent and uncertain periods. The envisaged Botswana Teaching Council is also expected to ensure that the graduates would conduct themselves professionally and ethically within the early childhood education landscape. The subsequent review would also ensure that adequate ECCE protocols and standards are put in place to ensure the safety and well-being of the minors and their adequate preparation for primary schooling.

REVIEW PERIOD

The qualification will be reviewed every 5 years.

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