

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

SECTION A: QUALIFICATION DETAILS

QUALIFICATION DEVELOPER (S)		University of Botswana										
TITLE	Bachelor of Education (Early Childhood Development and Education)										NCQF LEVEL 6	
FIELD	Education and Training		SUB-FIELD		Early Childhood Development and Education					CREDIT VALUE	480	
New Qualification					<input checked="" type="checkbox"/>		Review of Existing Qualification					
SUB-FRAMEWORK		General Education		<input type="checkbox"/>		TVET		<input type="checkbox"/>		Higher Education		<input checked="" type="checkbox"/>
QUALIFICATION TYPE	Certificate	I	II	III	IV	V	Diploma	Bachelor or			<input checked="" type="checkbox"/>	
	Bachelor Honours		Post Graduate Certificate		Post Graduate Diploma							
	Masters				Doctorate/ PhD							

RATIONALE AND PURPOSE OF THE QUALIFICATION

RATIONALE:

The Bachelor of Education (Early Childhood Development and Education BED-ECDE) qualification is aligned to policy directions regarding re-tooling and re-skilling in-service teachers as well as preparing fresh entrants into the profession to meet new demands of education in a global world.

- Botswana has been actively participating in various forms of ECD activities and programmes since 1977 and adequately stressed the importance of ECD professional development and pedagogical renewal in policy documents (Republic of Botswana, 1977; Republic of Botswana, 1993). Later in 2001, the Early Childhood Care and Education Policy (ECCE) emphasized (Republic of Botswana, 2001) the development of ECD professionals; a national ECE curriculum to provide, quality care, education, and support services.
- o children, in the existing ECD services (Bose, Trivedi, Monau, 2011). But only recently, when Botswana adopted the Education and Training Sector Strategic Plan (ETSSP 2015-2020), the critical education policy framework that informs the development of the Botswana National Development Plan 11 (Republic of Botswana, 2015a), ECD came out prominently as one of its education strategic goals for the Post-2015

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

Education Agenda. The ETSSP presenting the goals and objectives of the education sector, reports that this sector has “a strong leaning towards ensuring a continuum from Early Childhood Care and Education (ECCE) to Higher Education (HE), non-formal and continuing education” (Republic of Botswana, 2015a, p. 19. At the early stages key aims include that schools promote early childhood and pre-primary education as recognition to national building” (Republic of Botswana, 2015a, p. 23). ETSSP report commits the Botswana Government “to target 100 per cent early childcare and pre-primary enrolment.

- As a result, MoE&SD started introducing reception classes in phases to all public primary schools, and a significant number of existing primary school teachers, who are certificate or diploma holders, is deployed in these reception classes, as trained pre-school professionals were not available.
- ETSSP strategy therefore advocates for professional development of pre-school professionals, through an introduction of training programme, based or in line with national teacher training reforms (Republic of Botswana, 2015a). Ministry of Local Government and Rural Development (MLGRD), Ministry of Health, Human Resource Development Council Human Resource Development Council (HRDC), and UNICEF also stressed the development of trained ECD practitioners/extension workers.
- NCAF acknowledges that successful education systems around the world rely on teacher quality as one of the most effective determinants of quality education, and advocates for new roles and responsibilities for teachers in their classrooms and schools (Republic of Botswana, 2015a). The qualification thus focuses on the development of 21st century learners who are digitally competent users of the state-of-the-art technology (Prensky, 2001).

PURPOSE:

The purpose of this qualification is to equip graduates with knowledge, skills and competences to:

- Apply 21st century approaches in teaching and learning.
- Assess learning effectively.
- Conduct action research.
- Work in a range of early years’ contexts and settings, with a holistic approach.
- Serve in integrated care and educational settings.

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

ENTRY REQUIREMENTS (including access and inclusion)

The following requirements shall apply:

1. Certificate IV, NCQF Level 4 (BGCSE or equivalent).
2. Entry application through recognition of prior learning (RPL) and credit accumulation and Transfer (CAT) is allowable through Institutional policies in line with the National RPL & CAT policies.

SECTION B

QUALIFICATION SPECIFICATION

GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. LO 1. Demonstrate understanding of the Sustainable Development Goals (SDGs) especially SDG4.2	1.1 Demonstrate mastery of knowledge on children's holistic development. 1.2 Support children's holistic development for optimal learning.
LO 2. Demonstrate understanding of global educational issues in Early Childhood Education (ECE).	2.1. Analyse case studies on global trends in education. 2.2. Utilize 21st Century teaching and learning approaches/pedagogies in Early Childhood Education Development. 2.3. Critique various perspectives and world views of other Early Childhood Education professionals. 2.4 Engage in an open, appropriate and effective Early Childhood Education interactions across different cultures.
LO 3. Apply pedagogical and subject-matter knowledge of Early Childhood Education (ECE) to teaching and learning processes.	3.1. Demonstrate understanding of subject-matter knowledge in Early Childhood Education. 3.2. Demonstrate mastery of subject matter knowledge in Early Childhood Education. 3.3. Critique teaching techniques, strategies, and approaches in Early Childhood Education. 3.4. Apply knowledge from various disciplines to solve complex teaching and learning problems in Early Childhood Education.

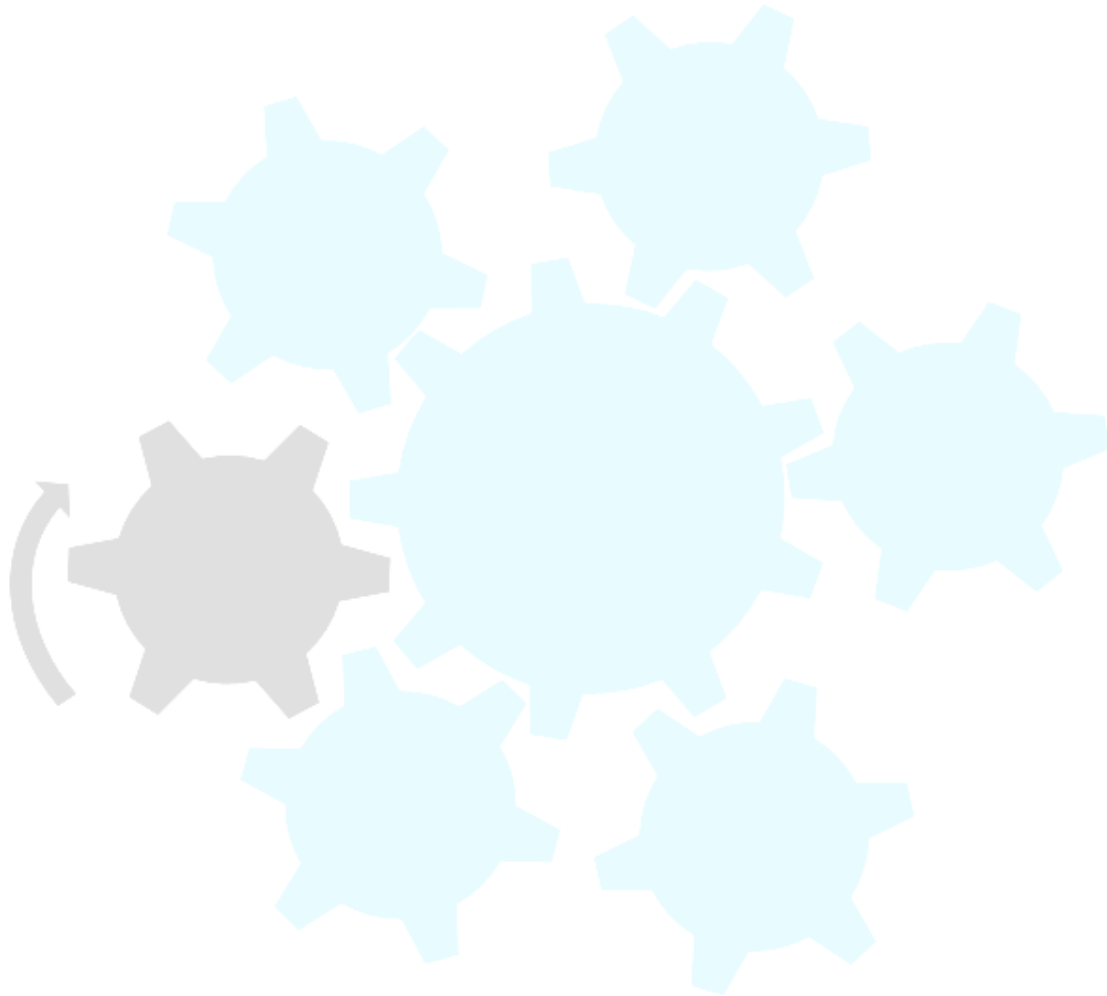
	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

	3.5. Apply developmentally appropriate pedagogy in Early Childhood Education learning environments.
LO 4. Demonstrate problem-solving skills relating to teaching and learning processes in Early Childhood Education.	<p>4.1. Identify teaching and learning problems in Early Childhood Education.</p> <p>4.2. Articulate teaching and learning problems efficiently and effectively.</p> <p>4.3. Analyse teaching and learning problems in ECE.</p> <p>4.4. Solve complex teaching and learning problems in ECE.</p> <p>4.5. Apply appropriate guidance and intervention skills to assist children with behavioural challenges.</p> <p>4.6. Organise various means of advice and support in Early Childhood Education programs.</p>
LO 5. Demonstrate proficiency in ICTs and their usage in teaching and learning.	<p>5.1. Develop Information Communication Technology (ICT) tool for teaching and learning.</p> <p>5.2. Infuse ICTs in teaching and learning.</p> <p>5.3. Utilize blended e-learning approaches.</p> <p>5.4. Use developmentally appropriate ICT and tools in early childhood settings as a resource for teaching and learning.</p>
LO 6. Demonstrate ability to design curriculum.	<p>6.1. Demonstrate creativity and innovativeness in curriculum development and implementation.</p> <p>6.2. Demonstrate skills and competences in designing a curriculum.</p> <p>6.3. Analyse curriculum content and use it appropriately for the benefit of children.</p>
LO 7. Demonstrate the ability to Conduct Action Research Early Childhood Education Development (ECED) and related areas.	<p>7.1. Identify a learning/ teaching research problem in Early Childhood Education Development (ECED).</p> <p>7.2. Collect data on the identified research problem.</p> <p>7.3. Analyse data on the identified research problem.</p>

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

	<p>7.4. Present a written report.</p> <p>7.5. Apply an intervention strategy to solve the problem.</p> <p>7.6. Conduct research in ECED related areas.</p>
LO 8. Engage in Inter-disciplinary tasks or activities and teamwork.	<p>8.1. Appraise the significance of team spirit/teamwork.</p> <p>8.2. Exhibit team-spirit in Early Childhood Education and other tasks.</p> <p>8.3. Exhibit competence in inter-disciplinarily projects.</p> <p>8.4. Utilise strategies that promote inter-disciplinary team communication, collaborative decision-making, and effective team processes</p>
LO 9. Demonstrate competency to engage in lifelong and independent learning through school and regional-based workshops/seminars.	<p>9.1. Formulate socially and personally relevant goals as a prerequisite to motivated and self-regulated learning.</p> <p>9.2. Identify human and material resources and choose appropriate strategies for learning.</p> <p>9.3. Participate in Lifelong learning initiatives.</p> <p>9.4. Evaluate own lifelong learning experiences.</p>
LO 10. Demonstrate Professionalism in early childhood education practices.	<p>10.1. Interact appropriately with people from diverse communities.</p> <p>10.2. Conduct research ethically and professionally to contribute to the advancement of early childhood education.</p> <p>10.3. Acknowledge diversity and individual differences in children's growth, background, values, and beliefs.</p> <p>10.4. Create a climate of trust, respect and safety among children and their families.</p> <p>10.5. Communicate professionally with various stakeholders.</p> <p>10.6. Build interpersonal relationships with different stakeholders.</p>

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020



SECTION C		QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level				Total (Per Subject/ Course/ Module/ Units)
		Level [5]	Level [6]	Level [7]	Level [8]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Introduction to Communication & Study Skills	20				20
	Computing & Information Skills	20				20
	HIV/Aids Education Prevention and Control			10		10
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Introduction to Educational Psychology	10				10
	Introduction to Art, Craft and Design		10			10
	Foundations of Early Childhood Education		10			10
	Health and Safety of Young Children	10				10
	Prenatal and Early Childhood Development	10				10
	Theories and Principles of Early Childhood Education			10		10
	Introduction to Exceptional Children	10				10
	Language Development and			10		10

	Literacy In Early Childhood					
	Early Childhood Education for Environmentally Sustainable Development			10		10
	Play And Creativity in Early Childhood			10		10
	Manipulation and Discovery in Science and Social Science			10		10
	Concepts of Early Numeracy and Mathematics			10		10
	Behavior Problems and Guiding Young Children			10		10
	Educator and Professional Development			10		10
	ICT Applications in Schools				10	10
	Learning Experiences and Material Development			10		10
	Learning Through Play			10		10
	Curriculum Development in Early Childhood Education				10	10
	Introduction to Educational Research			10		10
	Child Study				10	10
	HIV/Aids Education Prevention and Control			10		10
	Child Protection, Advocacy and Children's Rights			10		10
	Culture and Indigenous Knowledge in ECE		10			10

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

	Guidance and Counseling in ECE			10		10
	Management of Early Childhood Programmes				10	10
	Contemporary Issues in Early Childhood Education				10	10
	Practitioner research in Educational Management				10	10
	Music, Movement and Drama			10		10
	Early Intervention Programmes for Young Children				10	10
	Teaching Practice			60		60
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Social Services with Families and Children		10			10
	Meeting Challenges of Elementary School Children			10		10
	School Organisation			10		10
	Introductory Nutrition		10			10
	Culture and Citizenship Education			10		10
	Diagnostic Teaching in Basic Skills for Students with Learning Disabilities/Difficulties			10		10
	Foundations of Environmental Education			10		10
	Arts, Methods and Materials for the Classroom Teacher			10		10

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

	Assessment in Primary Schools			10		10
	Introduction to Philosophy of Music Education and Fundamentals of Music			10		10
	Remediation Techniques in School Subjects with Learning Disabilities				10	10
	Teaching Reading in Primary Schools				10	10
	Literature for Primary Schools				10	10
	Literacy Across the Curriculum OR Strategies in Teaching Literacy in School				10	10

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
5	80
6	50
7	240
8	110
TOTAL CREDITS	480
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
Credit distribution is classified according to Fundamentals, Core, Options and Electives and to graduate from a Bachelor Education (Early Childhood Education) a student must achieve the following:	
Fundamental	50 Credits
Core	350 Credits
Optional /Electives	80 Credits
Total	480 Credits
Choose eight modules from the Optional/Electives component	

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

ASSESSMENT ARRANGEMENTS

Formative Assessment

The formative assessment will contribute 50%

Summative Assessment

The summative assessment will contribute 50%

Assessors must be BQA registered and accredited.

MODERATION ARRANGEMENTS

- There will be internal and external moderation for the qualification.
- Moderators must be BQA registered and accredited.
- Both internal and external moderation will be done in accordance with the moderation policy of the institution which is aligned with national BQA policies.

RECOGNITION OF PRIOR LEARNING

There is provision for award of this qualification through RPL in line with institutional and national RPL policies.

CREDIT ACCUMULATION AND TRANSFER

There is provision for award of this qualification through CAT in line with institutional and national CAT policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Related qualifications of similar level that graduates may consider are:

Horizontal Articulation

- Bachelor of Arts in Early Childhood Education
- Bachelor of Education Early Childhood Education
- Bachelor of Science in Education Studies: Early Childhood Education
- Bachelor of Science in Early Childhood Development
- Bachelor of Science in Early Childhood Education Interdisciplinary Studies
- Bachelor of Elementary Education in Early Childhood Education
- Bachelor of Science in Early Care and Education
- Bachelor of Science in Early Childhood Education

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

Vertical Articulation qualifications to which the holder may progress to:

- Master in Interventions in Childhood.
- Master of Education (M.Ed.) in Early Childhood Education.
- Master of Education in Childhood Education.
- Master of Education in Child Studies.
- Master of Education in Early Childhood Education and Early Childhood Special Education.
- Master of Education in Early Childhood Education - Initial Teacher Licensure.
- Master of Social Science in Child Studies.

Employment Pathways

- Teachers of Preschool Education.
- Curriculum Development.
- Preschool Administrators/Managers.
- Education Researchers.
- Education Officers.
- Education Counsellor.
- Extension Workers.
- Entrepreneurs.
- Child Development Officers.
- Policy Developers.
- Assessors.

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification.

Qualification award

To be awarded Bachelor of Early Childhood Development and Education qualification a candidate must achieve a minimum of 480 credits.

Certification

There will be issuance of a certificate and an official transcript at award.

REGIONAL AND INTERNATIONAL COMPARABILITY

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

Regionally the BEd (Early Childhood Development and Education) qualification is comparable to the BEd (Foundation Phase Teaching) of University of Pretoria, South Africa. The qualification is of NQF Level 8, which carries 580 credits, but includes Teaching Practice as does the University of Botswana. It is also comparable to Bachelor of Education (Early Childhood Development: Foundation Phase of the University of South Africa (UNISA), SA. which is also at NQF Level 7, and carries 480 credits, including Teaching Practice The courses/modules are also quite similar. The University of Namibia B Ed (Pre-and Lower Primary) differs with UB BEDECDE as is at NQF Level 8 with 552 credits. The two programs both include Teaching Practice and their courses are similar.

Internationally, although the BA (Early Childhood Studies & Practice) of the National University of Ireland, Galway is a part time programme, it is comparable to the UB-BED-ECDE. It runs for 4 years but it is at NQF Level 8, with a credit value of 180 Credits. It offers a good number of courses similar to the ones offered by the BEd (Early Childhood Development and Education). The North-eastern Illinois University in Chicago has a Bachelor of Arts- Early Childhood Program which is a course of study that runs for four years but differs with the UB BEd-ECDE as it carries a total of 51 credits (3 hours per week) which includes two 100-hour clinical experience at different levels. The UB BED-ECDE also has teaching practice at different levels. Most of its courses are like the UB BED-ECDE program.

REVIEW PERIOD

This qualification will be reviewed after 5 years upon registration