	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 Child Development & Family Studies										NCQF LEVEL	7		
FIELD	Health and Social Services			SUB-FIELD		Social Services				CREDIT VALUE	4 8 4			
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	<input checked="" type="checkbox"/>					
	Bachelor Honours			Post Graduate Certificate				Post Graduate Diploma						
	Masters					Doctorate/ PhD								

RATIONALE AND PURPOSE OF THE QUALIFICATION

RATIONALE:

Contemporary families and children are faced with enduring social, economic, and ecological transformations that demand guidance of professionals who have both the practical and theoretical expertise pertaining to children's development, family dynamics, social policy, prevention, and intervention programs to enhance the well-being of individuals, families and children. The Child Development and Family Studies (CDFS) qualification aligns with several policies at national, regional and global level. Locally, the CDFS qualification is relevant to Vision 2036 Pillar 2: Human and Social Development (on education and skills development; strong family institution; children's well-being; and culture), the Botswana Education and Training Sector Strategic Plan (ETSSP) that emphasize the need for the creation of an educated and informed nation to take advantage of opportunities as they emerge, and NDP 11, on manpower development.

At regional and international levels, the ECDFS qualification is supported by SADC Protocol on Education and Training and the UNESCO Education 2030, linked to the Incheon Declaration and Framework for Action to promote the implementation of Sustainable Development Goals (on skills and competences for relevant quality

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

education and SDGs 3 and 4 (on good health and well-being and inclusive and equitable education and lifelong learning). Furthermore, the qualification espouses the ideals of Africa Agenda 2063 (Aspiration 1: A prosperous Africa based on inclusive growth and sustainable development).

PURPOSE:


The purpose of this qualification is to produce graduands with specialized knowledge skills and competencies to:

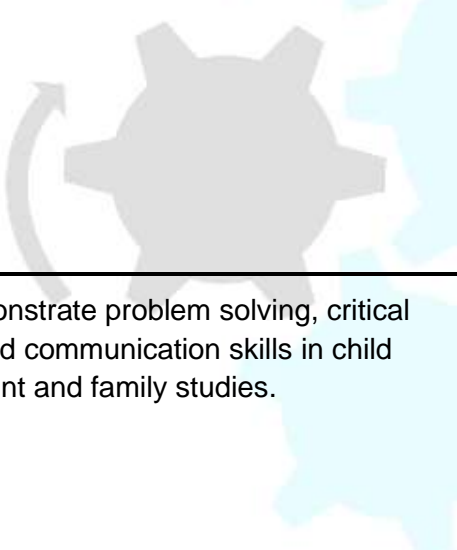
- Design, implement, and evaluate developmentally appropriate and culturally sensitive curriculum content and relevant resources.
- Apply interventions and strategies to mitigate risk factors and increase protective factors for children and families.
- Espouse ethical and professional standards and actively engage in informed advocacy for children and families.
- Utilize entrepreneurial skills to generate income to improve own livelihood and that of others.


ENTRY REQUIREMENTS (including access and inclusion)

Minimum entry requirement for this qualification is:


- Certificate IV, NCQF Level 4.
- Entry through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) is accessible to all candidates through institutional policies in line with the national RPL and CAT policies.

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

SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>LO1. Demonstrate knowledge of the interplay of nurture and nature on child development.</p> 	<p>AC1.1 Use developmentally appropriate assessment skills to evaluate children's growth and development and offer proficiently advise about their learning and progress.</p> <p>AC1.2 Apply appropriate guidance and intervention skills in supporting children with behavioural challenges and their families.</p> <p>AC1.3 Propose and create research-based policies and programs targeted at addressing the impact of biological and physiological factors on children's development.</p>
<p>LO2. Demonstrate problem solving, critical thinking and communication skills in child development and family studies.</p>	<p>AC2.1 Design, implement and manage early childhood development (ECD) programmes using international and national policy frameworks and associated practices.</p> <p>AC2.2 Appraise children's development, family and community needs using relevant evaluation techniques.</p> <p>AC2.3 Provide, organize appropriate support services and intervention programs for children, families and communities.</p> <p>AC2.4 Apply child development and family studies skills to solve every day needs of children, families and communities.</p>
<p>LO3. Models technical, ethical, and professional demeanour of a reflective CDFS professional and a lifelong learner.</p>	<p>AC3.1 Implement and manage early childhood policies, family programmes and community projects.</p> <p>AC3.2 Inspect and evaluate ECD programs and service providers for quality and compliance.</p> <p>AC3.3 Show understanding of the multiple roles of a child development and family studies worker.</p>


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

	<p>AC3.4 Develop positive and respectful relationships with children and their families.</p> <p>AC3.2 Communicate effectively, collaborate and build interpersonal relationships with different stakeholders.</p> <p>AC3.3 Display teamwork spirit and good work ethics.</p>
LO4. Recognize, embrace, and promote diversity and cultural sensitivity.	<p>AC4.1 Recognize and respect the plurality of family forms and processes.</p> <p>AC4.2 Appreciate how family interactions are shaped by diverse contexts and cultures.</p> <p>AC4.3 Critically examine own beliefs, assumptions, values and personal biases regarding children and families from diverse cultural contexts.</p>
LO5. Advocate for and lead child development and family welfare.	<p>AC5.1 Engage in advocacy for young children, families and the child development and family studies profession.</p> <p>AC5.2 Advocate for children's protection</p>
LO6. Use technology to improve children and families welfare.	<p>AC6.1 Use available technology including software packages to develop and evaluate children's progress.</p> <p>AC6.2 Develop innovative ways of producing virtual learning products for children to solve learning and social problems.</p>
LO7. Design and implement developmentally appropriate curriculum content and use it appropriately for the benefit of children.	<p>AC7.1 Design and implement the curriculum to foster children's learning and development</p> <p>AC7.2 Establish and maintain a safe and healthy environment for children</p>
LO8. Utilize entrepreneurial and microeconomics skills to improve individuals, families' and communities' livelihood.	<p>AC8.1. Demonstrate entrepreneurial skills by engaging in consultancy services, market research, and marketing to improve child development</p> <p>AC8.2. Develop early childhood development programme business plans</p> <p>AC8.3. Develop age appropriate and culturally relevant material resources and related products to improve the</p>


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

	quality of children's learning experiences and the wellbeing of families and communities.
LO9. Conduct and evaluate scholarly research in child development and family studies.	<p>AC9.1. Apply knowledge to formulate and investigate research questions.</p> <p>AC9.2. Collect, analyse and interpret child development and family studies data.</p> <p>AC9.3. Write research report to disseminate findings</p> <p>AC9.4. Use research information to inform practice</p> <p>AC9.5 Critically appraise the quality of published research, programs and policies and their implications on children and families.</p>


SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [5]	Level [6]	Level [7]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Communications and Study Skills	24			24
	Computing and Information Skills	16			16
	Biology/anatomy and physiology		12		12
	Basic microeconomics		12		12

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

CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	<i>Theories of child development</i>	12			12
	<i>Foundations of Family studies</i>	12			12
	<i>Nutrition, Health and Safety of Young Children</i>	12			12
	<i>Prenatal and Early Childhood Development</i>	12			12
	<i>Play and Creativity in Early Childhood</i>		12		12
	<i>Family development and interpersonal relationships</i>		12		12
	<i>Infant and Toddler Development Programming</i>		12		12
	<i>Behaviour problems and guiding young children</i>		12		12
	<i>Curriculum and Programme Development in ECD</i>		12		12
	<i>Professionalism and Ethics in ECDFS</i>		12		12
	<i>Theory and Practice when interacting with young children</i>		12		12
	<i>Group Processes and Dynamics</i>		12		12


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

	<i>Parenting and child development</i>		12		12
	<i>Assessment and Intervention in ECD</i>		12		12
	<i>Technology ECD</i>		12		12
	<i>Building resilient families</i>			12	12
	Community Mobilization			12	12
	Field Attachment/ Internship			24	24
	<i>Reproductive health and human sexuality</i>			12	12
	<i>Culture and Indigenous Knowledge in ECD</i>			12	12
	<i>Management of ECD programs</i>			12	12
	<i>Risk and Resiliency in Child Development</i>			12	12
	<i>Pre-scholar Development and Programming</i>			12	12
	<i>Public Policy for Children and Families</i>			12	12
	<i>Child protection, advocacy and children's rights</i>			12	12
	Family and Marriage Counseling			12	12

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


	Programme Planning and evaluation			12	12
	Research		12	12	24
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units (The learner chooses 5)</i>	<i>Trends and issues in adoption and foster care.</i>			12	60
	<i>Family Health Education</i>			12	
	Management of Family Resources			12	
	Language and literacy in ECD	12			
	Small Business Management		12		
	Motor Development and Movement Experiences for Young Children			12	
	Cognitive Stimulation of at-Risk Children		12		
	Human development seminar			12	
	Meal Management		12		
	Housing and Environment for Children			12	
	Housing in community development	12			
	<i>Introduction to nutrition</i>		12		

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	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					
<i>Add courses by level</i>					
NCQF Level					Credit Value
	Level 5	Level 6	Level 7	Level 8	
Fundamental courses	40	24	-	-	64
Core courses	48	132	180	-	360
Elective/Optional	-	-	60	-	60
TOTAL	88	156	240	-	484
Rules of Combination: <i>(Please Indicate combinations for the different constituent components of the qualification)</i>					
<p>To be awarded this qualification, a learner must complete a minimum of 484 credits that comprise of:</p> <p>64 credits of Fundamental Courses</p> <p>360 credits of Core Courses</p> <p>60 credits of Elective/Optional</p>					

ASSESSMENT ARRANGEMENTS
<p>All assessments will be done using formative and summative assessment.</p> <ul style="list-style-type: none"> Formative assessment: weighting of 60% Summative assessment: weighting of 40% <p>Assessment will be carried out by BQA registered and accredited assessors</p>

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

MODERATION ARRANGEMENTS

- There shall be both internal and external moderation in accordance with institutional policies aligned with national policies.
- Moderators shall all be registered and accredited with BQA

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 credit accumulation in line with institutional and national RPL policies.


PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation (related qualifications of similar level that graduates may consider)

- Bachelor of Child Development
- Bachelor of Human Development and Family Studies
- Bachelor of Child counselling
- Bachelor of Psychology

Vertical Articulation (qualifications to which the holder may progress to)

- Master of Child Development
- Master of Human Development and Family Studies
- Master of Marriage and Family Therapy
- Master of Research and Evaluation
- Master of School Psychology
- Master in Child Counselling

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

Employment pathways

A qualified practitioner at this level is able to fulfil the following roles:

- Programme/Curriculum Developer
- ECD trainers/assessors
- Child Protection Advocates
- Parenting Educator/ Coach
- Policy Developer/Advisor
- ECDE Inspector
- Community Childcare Advisor
- Outreach program coordinators
- Pay/ filial therapist
- Outreach program developer
- Probation and parole officers
- Correctional facilities officers
- Policy Officers
- Adoption agency officers
- Consumer protection officer

QUALIFICATION AWARD AND CERTIFICATION


Qualification award

Minimum standards of achievement for the award of the qualification

To be awarded Bachelor of Childhood Development and Family Studies, a candidate must achieve a **minimum of 484 credits**.

Certification

Candidates meeting prescribed requirements will be awarded an official certificate and transcript of **Bachelor of Childhood Development and Family Studies**.

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

REGIONAL AND INTERNATIONAL COMPARABILITY

The qualification in Bachelor of Child Development and Family Studies is multidisciplinary and prepares learners to work with issues that promote holistic child development in national, civil societies and international organization.

There are several child development and family studies qualification in SADC, but most of them aim at producing a teacher such as the qualification offered at the University of Pretoria. The title of Child Development and Family Studies is similar to most qualifications offered in the United States of America (USA) and most of these focus on child development.

The University of Pretoria in South Africa offers an education qualification whose focus is to train teachers who will teach in early childhood centres. All qualifications are offered at level 7 for a duration of 4 years. The credits are comparable as this qualification has credits 484 compared to the 480 for the South African ones.

The USA qualifications use the old credit systems. The modules for this qualification focus on child development and families, similar to USA qualifications. The South African and SADC qualification focus on educating the teacher.

The Child and Families Studies nomenclature emphasises the importance of the interface between a developing person, its contexts and their interdependence. The qualifications are comparable in that they are cognizant of the importance of the need for quality life of children and their families. The goal is producing a practitioner who can scaffold child and family relationships from different context. The only variation is some name of courses is the advancement of eligibility and forensic assessment of those who will closely work with vulnerable children or teaching.

REVIEW PERIOD

The qualification will be reviewed every five (5) years.