

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS																			
QUALIFICATION DEVELOPER (S)			Assembly Bible College (ABC)																
TITLE		Bachelor of Arts in Integrated Child Development and Management								NCQF LEVEL		7							
STRANDS (where applicable)		N/A																	
FIELD		Humanities and Social Sciences								CREDIT VALUE		480							
SUB FIELD		Social and Behavioural Sciences																	
New Qualification		✓		Legacy Qualification						Renewal Qualification									
								Registration Code											
SUB-FRAMEWORK		General Education								TVET						Higher Education		✓	
QUALIFICATION TYPE		Certificate		I		II		III		IV		V		Diploma		Bachelor		✓	
		Bachelor Honours				Post Graduate Certificate				Post Graduate Diploma									
		Masters				Doctorate/ PhD													
RATIONALE AND PURPOSE OF THE QUALIFICATION																			
<p>RATIONALE:</p> <p>The rationale for this qualification highlights critical areas where caregivers and teachers in Botswana require support. There is a significant demand for improved training and professional development, essential for managing diverse learning needs and implementing special education frameworks. As stated by UNICEF (2020, p. 15), “Improved training is essential to meet the diverse needs of all learners.” Workshops focusing on child development, behavior management, and effective teaching strategies are necessary, with the Botswana Ministry of Education (2021, p. 34) emphasizing “practical strategies that teachers can implement in their classrooms.”</p>																			

Accessibility to educational materials, such as textbooks and technological resources, is vital. Resource centers can play a crucial role in supporting educators, as the World Bank (2021, p. 58) asserts, “resource centers play a crucial role in supporting educators.” Additionally, emotional and psychological support for caregivers and educators is essential to alleviate inherent stress. The National Council for Education (2018, p. 40) notes, “Emotional well-being is pivotal for effective teaching.” Peer support groups can foster shared learning, as Chan et al. (2020, p. 12) state, “Peer support networks can significantly enhance teaching practices.”

Community involvement is critical for collaboration between educational institutions and local communities. The Community Engagement Guidelines (2020, p. 5) assert that “strong partnerships with communities enable schools to maximize their impact.” Engaging parents in education improves student outcomes, as shown by the Botswana Parenting Initiative (2019, p. 28).

Effective policy formulation and advocacy are essential, with the Botswana Education Sector Plan (2022, p. 10) recommending that “policies must reflect the vital importance of caregivers in education.” Advocacy for enhanced funding is necessary, as emphasized by the African Union (2021, p. 18), which states, “Investment in caregiver support is essential for educational progress.” Collectively, addressing these needs can enhance the educational landscape for children.

PURPOSE: (itemise exit level outcomes)

The purpose of this Qualification is to produce graduates with specialised knowledge, skills and competence to:

1. Apply knowledge of child development theories and practices to support the holistic growth of children, recognizing the unique physical, emotional, social, and cognitive needs at different developmental stages.
2. Design and implement engaging and effective early childhood education programs that cater to diverse learning styles and needs, fostering an inclusive environment for all children.

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3. Lead initiatives and advocate for early childhood education within communities, promoting policies and practices that enhance educational opportunities for children and families.
4. Establish and maintain effective partnerships with parents, educators, community organizations, and religious institutions to support child development and create a network of resources for families.
5. Employ innovative and evidence-based teaching methodologies, including experiential learning techniques, to engage young learners and facilitate their smooth transition into later educational stages.
6. Assess and evaluate early childhood learning environments and practices, implementing improvements that enhance educational outcomes and ensure the safety and well-being of all children.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

Minimum Entry requirements

- a) Candidates must have completed NCQF Certificate IV, NCQF level 4. e.g. BGCSE or equivalent to the Qualification.
- b) Entry through Recognition of Prior Learning (RPL). The qualification allows opportunities for candidates that do not meet the normal entry requirements to be admitted through RPL. They should also have satisfied all RPL requirements as per respective RPL policies and procedures for the different awarding bodies.

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>1: Apply knowledge of child development theories and practices to support the holistic growth of children, recognizing the unique physical, emotional, social, and cognitive needs at different developmental stages.</p>	<ul style="list-style-type: none"> a. Assess the effectiveness of various child development theories in promoting holistic growth, considering the unique needs of children at different developmental stages. b. Design a comprehensive support plan that incorporates diverse strategies for addressing the physical, emotional, social, and cognitive needs of children during specific developmental phases. c. Examine case studies of children's development to identify the interplay between physical, emotional, social, and cognitive factors and their impact on overall growth. d. Implement specific child development practices that cater to the diverse needs of children, ensuring inclusivity and accessibility. e. Integrate knowledge from multiple child development theories to propose innovative solutions that enhance the holistic development of children in diverse environments..
<p>2: Design and implement engaging and effective early childhood education programs that cater to diverse learning styles and needs, fostering an inclusive environment for all children.</p>	<ul style="list-style-type: none"> a. Critically assess the application of child development theories in various educational or care settings to determine their effectiveness in supporting the holistic growth of children. b. Develop an original program or intervention plan that addresses the unique physical, emotional, social, and cognitive needs of children at different developmental stages. c. Investigate the relationships between emotional, social, cognitive, and physical development in children, and how these factors contribute to their overall growth.

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	<ul style="list-style-type: none"> d. Implement targeted strategies derived from established child development practices to support a child's growth, measuring the outcomes to determine effectiveness. e. Address ethical considerations related to child development practices, ensuring that all strategies respect the dignity, rights, and cultural backgrounds of the children being served.
<p>3: Lead initiatives and advocate for early childhood education within communities, promoting policies and practices that enhance educational opportunities for children and families.</p>	<ul style="list-style-type: none"> a. Evaluate the effectiveness of current policies and practices related to early childhood education in the community, identifying strengths and areas for improvement. b. Create a comprehensive advocacy plan that addresses gaps in early childhood education access, incorporating community feedback and best practices. c. Analyse the impact of community initiatives on enhancing educational opportunities for children and families, using both qualitative and quantitative data. d. Synthesize information from various stakeholders, including educators, families, and policymakers, to formulate a cohesive strategy for promoting early childhood education. e. Develop training sessions for community leaders and educators focused on best practices in early childhood education to ensure effective implementation and advocacy.
<p>4: Establish and maintain effective partnerships with parents, educators, community organizations, and religious institutions to support child development and create a network of resources for families.</p>	<ul style="list-style-type: none"> a. Evaluate the effectiveness of partnerships established with parents, educators, community organizations, and religious institutions in promoting child development and resource accessibility for families. b. Create a comprehensive strategy that integrates feedback from parents, educators, and community organizations to enhance collaboration and support for child development initiatives.

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	<ul style="list-style-type: none"> c. Analyse the impact of community resources and partnerships on child development outcomes, identifying areas for improvement and growth. d. Design a framework for ongoing communication and engagement with families, educators, and community partners to ensure sustained support for child development. e. Synthesize best practices from successful partnerships to develop innovative approaches for collaboration among families, educators, and community resources.
<p>5: Employ innovative and evidence-based teaching methodologies, including experiential learning techniques, to engage young learners and facilitate their smooth transition into later educational stages.</p>	<ul style="list-style-type: none"> a. Apply experiential learning methods, such as hands-on activities, real-world applications, and reflective practices to foster children engagement. b. Use appropriate visual aids to enhance children understanding in the learning process. c. Analyze key factors that enhance young learners' development . d. Apply evidence-based strategies for children's development to learning outcomes and foster a collaborative learning environment. e. Design assessment tools that accurately measure the impact of innovative teaching practices on students' learning experiences.
<p>6: Critically assess and evaluate early childhood learning environments and practices, implementing improvements that enhance educational outcomes and ensure the safety and well-being of all children.</p>	<ul style="list-style-type: none"> a. Analyse the design and layout of early childhood learning environments to identify how physical space impacts children's engagement, safety, and overall educational outcomes. b. Evaluate the effectiveness of current practices in fostering holistic development, and recommend improvements that promote enhanced learning experiences for all children. c. Create a strategic plan that incorporates innovative practices and resources aimed at improving educational outcomes and ensuring

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	<p>the safety and well-being of children in early childhood settings.</p> <p>d. Assess the inclusivity of learning environments by examining the support provided for diverse learning needs and suggest strategies for creating more equitable opportunities for all children.</p> <p>e. Synthesize feedback from educators, parents, and stakeholders to refine and enhance early childhood practices, ensuring a collaborative approach to decision-making that prioritizes children's safety and well-being.</p>
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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [6]	Level [7]	Level [8]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units 108 Credits	Community Engagement in Child Development	9			9
	Experiential Learning for Young Learners	9			9
	Leadership and Advocacy for Children	9			9
	Collaboration Between Communities and Schools	9			9
	Religious Organizations' Impact on Children	9			9
	Creating Supportive Environments for Kids	9			9

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	Training Volunteer Educators in Childhood Education	9			9
	Cultural Competence in Child Programs	9			9
	Child Welfare Policy Development	9			9
	Evaluating Early Childhood Programs	9			9
	Family Engagement in Child Development	9			9
	Sustainable Practices in Child Development	9			9
CORE COMPONENT Subjects/Courses/ Modules/Units 347 Credits	Graduate Research and Writing: Principles and Practice			15	15
	Building Essential Skills for Learners Facing Challenges	9			9
	Strategies to Nurture Lifelong Faith in Children		10		10
	Utilizing Games, Songs, and Crafts for Effective Education	9			9
	Creative Methods to Captivate Young Audiences		10		10
	Strategies for Managing Classroom Dynamics	9			9
	Key Components for Successful Church Initiatives in Child Evangelism		10		10
	Developing Effective Educational Materials and Tools	9			9
	Creating Important Relationships within Children's Ministry		10		10

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	Teaching Children to Manage Emotions and Interactions	9			9
	Emphasizing Hygiene and Nutrition for Well-Being		10		10
	Strategies to Assist Parentless Youth in the Community		10		10
	Implementing Crucial Safeguarding Measures		10		10
	Recognizing Rights, Roles, and Responsibilities		10		10
	Encouraging Recreation and Health among Children		10		10
	Tackling GBV and Sexual Health Education		10		10
	Teaching Money Management from a Faith Perspective		10		10
	Developing Management and Communication Techniques		10		10
	Enhancing Problem-Solving and Time Management Skills		10		10
	Addressing Contemporary Issues in Early Childhood Education		10		10
	Importance of Planning in Educational Success		10		10
	Strategies for Inclusive Teaching Practices		10		10
	Involving Parents and Communities in the Educational Process		10		10

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	Fostering Language Acquisition in Early Learners		10		10
	Techniques to Support Adolescents in Their Growth		10		10
	Understanding Growth Phases from Childhood to Adolescence		10		10
	Designing Impactful Curricula for Early Education		10		10
	Investigating Mental Development through Different Ages		10		10
	Strategies for Combating Social ills in Child Development		10		10
	Recognizing and Addressing Diverse Family Backgrounds		10		10
	Internship		17		17
	Research Essay: Preschool (ages 3-5), or Elementary (ages 5-12), or Adolescents (ages 13-20), or Early Youth (21-30)		25		25
ELECTIVE COMPONENT Subjects/Courses/ Modules/Units (Choose 3 Electives) 30 Credits	Promoting Reading Habits among Children		10		10
	Enhancing Self-Awareness and Leadership in Child Development Programs		10		10
	Entrepreneurial Principles in Child Development and Social Sectors		10		10
	Civic Engagement and Children's Rights		10		10
	Advocacy and Justice for Youth		10		10

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	Reintegration Support for At-Risk Youth		10		10
	Rehabilitation Programs and Positive Change		10		10
	Management of Child Development Programs		10		10
	Advocacy and Policy in Child Development		10		10
	Partnerships and Collaboration within the Community		10		10
	Diversity and Inclusion in Child Development		10		10
	Strategies for Fundraising and Grant Writing		10		10
	Marketing and Communication Strategies for Child Development Programs		10		10
	Financial Management for Educational Organizations		10		10
	Data-Driven Decision Making		10		10
	Curriculum Development in Early Childhood Education		10		10
	Technology Integration in Early Childhood Education		10		10
	Environmental Education and Child Development		10		10
	Film as a Tool for Child Development Advocacy		10		10

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
6	153
7	312
8	15
TOTAL CREDITS	480

Rules of Combination:

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

The qualification structure is premised on the following rules of combination:

- c) Fundamental Component – 108 Credits
- d) Core Component – 347 Credits
- e) Elective Component – 30 Credits

To successfully achieve this qualification, students must complete 30 credits of 3 course from the elective component. This portion allows individuals to explore a variety of subjects, tailoring their educational experience to align with their interests and career aspirations.

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ASSESSMENT ARRANGEMENTS

Full or Part-time mode of delivery for a Module:

Summative Assessment (30%)

Formative Assessment (70%)

MODERATION ARRANGEMENTS

There shall be both internal and external moderation in accordance with institutional policies aligned with national policies.

All assessors and moderators must be registered and accredited by relevant accreditation bodies.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning will be applicable for the award following National and Institutional RPL Policies.

CREDIT ACCUMULATION AND TRANSFER

Students who have completed post-secondary qualifications in recognised institutions are eligible for transfer credit. In line with this, Credit Accumulation and Transfer (CAT) is applicable for awarding credits for this qualification.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation (related qualifications of similar level that graduates may consider) graduates of this Qualification may consider pursuing related qualifications (at this level) such as;

1. Bachelor of Arts in Children's Ministry
2. Bachelor of Arts in Children Ministry
3. Bachelor of Arts in Child Development
4. Bachelor of Arts in Child Counselling
5. Bachelor of Arts in Youth Development and Ministry
6. Bachelor of Arts in Childhood and Youth Curriculum
7. Bachelor of Arts in Child Education

Vertical Articulation (qualifications to which the holder may progress) Graduates may progress to higher level qualifications such as:

1. Master of Arts in Children's Ministry

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2. Master of Arts in Children Ministry
3. Master of Arts in Child Development
4. Master of Arts in Child Counselling
5. Master of Arts in Youth Development and Ministry
6. Master of Arts in Childhood and Youth Curriculum
7. Master of Arts in Child Education

Employment

Graduates will have requisite competencies and attributes to work as:

1. Children's Ministry Coordinator
2. Sunday School Teacher
3. Child Development Specialist
4. Child Counsellor
5. Youth Program Coordinator
6. Curriculum Developer
7. Child Education Consultant

QUALIFICATION AWARD AND CERTIFICATION

To qualify for the Bachelor of Arts in Integrated Child Development and Management award, a candidate must have completed all the qualification requirements: Coursework, Research and industrial attachments, and a minimum of 480 credits.

Upon attaining this qualification, graduates will be issued a certificate that reflects their meritorious accomplishments. The criteria for success must be met to receive this coveted certification.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

The regional and international comparability analysis is based on the following qualifications and where they were found:

1. Bachelor of Arts in Child and Family Studies: University of Leeds, UK
2. Bachelor of Education (Early Childhood Development: Foundation Phase): University of South Africa (UNISA), South Africa
3. Bachelor of Early Childhood Development: University of Malawi, Malawi
4. Bachelor of Arts in Child Development: The California State University (CSU), U.S

Summary of Similarities and Differences Observed

Similarities

1. Title of Qualification, NQF Level & Credit Value or Duration (where applicable)

- a. All qualifications are equivalent to NQF level 7.
- b. The qualifications mentioned share similarities in child development and early childhood education.
- c. While some qualifications do not have an NQF level or credit value specified, others are at NQF level 7 with a credit value 480.
- d. Each qualification aims to equip individuals with the knowledge and skills necessary for working with children and adolescents.

2. Main Exit Outcomes

- a. The main exit outcomes of the various qualifications seem to focus on developing a deep understanding of child development and promoting professional behaviour within the discipline.
- b. Each qualification aims to equip students with the skills and knowledge to assess and support the development of children in diverse contexts.
- c. The outcomes emphasize the importance of critical thinking, ethical collaboration, and applying foundational knowledge in practical settings.
- d. The qualification aim to produce well-prepared graduates who can work effectively in child development.

3. Domains/Modules/Courses/Subjects covered (Fundamental, core & electives)

- a. The qualifications mentioned share similarities in their academic structures by offering fundamental, core, and elective components within their curriculum.
- b. Each qualification has its credit requirements for these components. Still, they all emphasize a well-rounded education through fundamental courses, in-depth core courses, and various elective options.

- c. The structure of each qualification allows students to build a strong foundation in their chosen field of study while also providing flexibility to explore additional subjects of interest.

4. Assessment strategies and Weightings

- a. One striking similarity among the qualifications' assessment strategies and weightings is the utilization of formative and summative assessments in determining the final mark for students.
- b. The qualifications developed by California State University, Chico (CSU), formative assessment holds a significant weight, contributing to 60% of the final mark, while summative assessment contributes to 40%.
- c. Similarly, the qualification developed by the University of South Africa (UNISA) also emphasizes both formative and summative assessments, albeit with a different weight distribution, where formative assessment accounts for 40% and summative assessment for 60% of the final grade.
- d. The Subject Benchmark underscores the importance placed by these institutions on continuous assessment throughout the learning process and the integration of comprehensive evaluation through final assessments.

5. Qualification rules and minimum Standards for the award of the qualification

- a. When comparing the qualification rules and minimum standards for the award of qualifications, one common feature is the emphasis placed on credit accumulation as a fundamental requirement for the award of the qualification. This uniform credit requirement signifies a consistent standard for credit acquisition among these qualifications.
- b. The shared credit accumulation requirements for the Subject Benchmarks reflect a standardized benchmark for academic achievement across these diverse qualifications, serving as a clear guideline for students pursuing these qualifications.
- c. These qualifications similarities highlight the coherence and uniformity in credit-based qualification standards.

6. Education and Employment Pathways

- a. These qualifications' education and employment pathways focus on child development, education, and psychology.

- b. Common employment pathways include roles such as preschool teacher, child life specialist, family support worker, and child welfare case manager.
- c. Additionally, the emphasis on early childhood education and development is evident across the qualifications, reflecting a shared commitment to preparing individuals for careers in these areas.

Differences

1. Title of Qualification, NQF Level & Credit Value or Duration (where applicable)

- a. The main difference lies in the specific qualifications' titles, the NQF levels, and the credit values. However, their focus on common learning outcomes, transferable skills, industry relevance, and stackable credential pathways that demonstrate their equivalent value and applicability in the workforce which make them comparable to the proposed qualification.
- b. The credit values or duration of the programs vary, with some requiring 120 credits while others necessitate 500 or 480 credits. This discrepancy reflects the diverse academic structures and requirements of the different universities and qualification authorities.

2. Main Exit Outcomes

- a. The main exit outcomes of the different universities exhibit some variation in focus and emphasis.
- b. Despite these differences, all the qualifications prepare graduates to excel in various aspects of child development and education making them comparable to the reviewed qualification.

3. Domains/Modules/Courses/Subjects covered (Fundamental, core & electives)

- a. The Subject Benchmark has differences in its academic structures regarding its curriculum's specific requirements for fundamental, core, and elective components. These differences include variations in the number of credits required for each component and the specific distribution of courses within these categories.
- b. However, these distinctions do not compromise the comparability of these qualifications with the proposed qualification because they all lead to a common education and employment pathways.

4. Assessment Strategies and Weightings

- a. One notable difference in the qualifications assessment strategies and weightings is the specific criteria for passing a course.
- b. These differences do not compromise the similarities of the Subject Benchmark with the proposed qualification because passing criteria differ from schools.

5. Qualification rules and minimum Standards for the award of the qualification

- a. There are appreciable differences in the qualification rules and minimum standards for awarding qualifications across the specified universities and institutions.
- b. These differences illustrate institutions' unique approaches and policies which does not compromise similarities of the Subject Benchmark from the proposed.

6. Education and Employment Pathways

- a. The differences in the education and employment pathways among the Subject Benchmarks are quite detailed.
- b. This showcase the fact that each qualification emphasizes unique strength in their approach to child development, making them to be fit comparable to the proposed qualification.

COMPARABILITY OF THE PROPOSED QUALIFICATION WITH THE ONES EXAMINED

The benchmarked qualification and the qualification under review compare well as they emphasize the importance of understanding child development, continuous professional learning, and community engagement, while recognizing the roles of various organizations in supporting educators and caregivers on quality early childhood development.

REVIEW PERIOD

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

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CODE (ID)			
REGISTRATION STATUS	BQA DECISION NO.	REGISTRATION START DATE	REGISTRATION END DATE
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	



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Qualifications Authority