

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)			Bosa Bosele Training College BA ISAGO University Ramatea Vocational School Logan Business College Botswana Open University Serowe College of Education Gaborone University College of Law and Professional Studies											
TITLE		Bachelor of Education in Early Childhood Development								NCQF LEVEL		7		
STRANDS (where applicable)		N/A												
FIELD		Education and Training								CREDIT VALUE		480		
SUB FIELD		Early Childhood												
New Qualification		N/A		Legacy Qualification		N/A		Renewal Qualification				✓		
								Registration Code				Q0152		
SUB-FRAMEWORK		General Education				TVET				Higher Education				✓
QUALIFICATION TYPE		Certificate	I	II	III	IV	V	Diploma	Bachelor or	✓				
		Bachelor Honours				Post Graduate Certificate				Post Graduate Diploma				
		Masters						Doctorate/ PhD						
RATIONALE AND PURPOSE OF THE QUALIFICATION														
1.1 RATIONALE: The Government of Botswana, through National Development Plan 11 (2016), recognises Early Childhood Development (ECD) as a critical foundation for lifelong learning, human capital														

development, and improved educational outcomes. A key national initiative arising from this recognition is the introduction of a one-year reception programme, intended to enhance school readiness, reduce early grade repetition and dropout, and improve learning outcomes at the primary school level. In support of this agenda, the Education and Training Sector Strategic Plan (ETSSP 2015–2020) emphasises the expansion of reception classes in public schools and the revitalisation of day care centres and nursery schools.

These national priorities are reinforced by the National Report on the Development of Education: Inclusive Education – The Way of the Future (2008), which led to the development of a Pre-primary Curriculum Framework for children aged 36–60 months, informed by the Revised National Policy on Education (RNPE 1994) and the Early Childhood Care and Education Policy (2001). Collectively, these policy frameworks underscore the need for a well-trained, competent, and professional ECD workforce capable of implementing inclusive, developmentally appropriate, and high-quality early learning programmes across diverse settings.

The Bachelor of Early Childhood Development (BECD) degree was designed to respond directly to this need by producing graduates with advanced knowledge and skills in child development, curriculum implementation, inclusive practice, early learning leadership, and emerging digital pedagogies. The transition from Early Childhood Education (ECE) to Early Childhood Development (ECD) reflects a global shift towards a holistic, child-centred approach that recognises the interconnected cognitive, emotional, social, physical, moral, and digital dimensions of early development.

This positioning aligns with international commitments such as the Jomtien World Declaration on Education for All (1990), the Dakar Framework for Action (2000), and United Nations Sustainable Development Goal (SDG) 4, which calls for expanded access to quality early childhood development and pre-primary education, including innovation and ICT integration.

Enrolment and Graduate Output Trends (2018–2021)

In response to Regulation 18(3), the institution analysed enrolment and graduate employment data over four intakes.

Table 1: Enrolment and Employment Summary (Tracer Study 2018–2021)

Intake	Number	Graduates Traced	Employed Prior to	Secured Employment	Progressed to	Total Positive	Uptake %

BQA NCQF QUALIFICATION TEMPLATE

Year	Enrolled		Enrolment (Progression Students)	nt After Graduation	Masters/Ph D	Uptake (Employment + Progression)	
July 2018	27	27	6	11	3	20	74%
July 2019	12	12	2	3	1	6	50%
July 2020	12	12	2	2	1	5	42%*
July 2021	5	5	1	0	1	2	40%*
Total	56	56	11	16	6	33	59%

NB-Lower uptake in later cohorts attributed to COVID-19 labour market disruptions and delayed recruitment cycles.

Key Statistical Clarifications

- 20% (11 graduates) were already employed in the ECD/education sector prior to enrolment. These students enrolled for academic progression purposes (certificate/diploma to degree) and remained employed after graduation.
- 16 graduates secured employment after completing the degree, primarily in:
 - Pre-school teaching
 - Temporary primary school teaching
 - ECD lecturing
 - Adult education
- 10% (6 graduates) progressed to Master's and PhD programmes in Early Childhood Education, contributing to advanced professionalization and research capacity development.
- When employment (including retained employment) and academic progression are combined, the programme demonstrates a positive 59% graduate uptake.

Interpretation of Graduate Employability

When analysing employability within the Early Childhood Development (ECD) sector, it is critical to recognise that:

1. The programme serves two labour market functions:
 - Direct employment preparation
 - Professional upgrading and academic progression
2. A significant portion of students were in-service practitioners upgrading qualifications, meaning employability should not be measured solely by post-graduation employment acquisition.
3. Academic progression to Master's and PhD levels represents:
 - Sector leadership development
 - Future lecturing capacity
 - Research and policy contribution in ECD

Labour Market Context

Employment absorption trends must be interpreted within national sector realities:

- Limited permanent recruitment in public schools
- Temporary/contract-based teaching appointments
- Private ECD centres prioritising lower-cost qualifications
- COVID-19 disruptions (2020–2021) affecting recruitment

These constraints are systemic and external to programme design.

Justification for Renewal

The analysis demonstrates that:

1. 59% of graduates show positive uptake (employment retention, new employment, or postgraduate progression).
2. The qualification serves as a recognised progression pathway for practising ECD professionals.
3. Graduates are employed in roles directly aligned to early childhood education.
4. 10% progressing to postgraduate studies strengthens national ECD research and academic capacity.
5. The programme supports Botswana's long-term ECD workforce professionalisation and

leadership development.

Enhancement Measures for Next Cycle

To further strengthen employability outcomes, the institution will implement:

- Structured employer advisory engagement
- Formalised Work-Integrated Learning (WIL) partnerships
- Strengthened alumni tracer systems
- Career development and placement support mechanisms

Conclusively, when analysed holistically, including employment retention and postgraduate progression, the Bachelor of Early Childhood Development demonstrates strong sector relevance and a graduate uptake rate exceeding 50%, thereby meeting renewal justification requirements while contributing meaningfully to Botswana's ECD human capital development strategy.

1.2 PURPOSE: (itemise exit level outcomes)

The purpose of this qualification is to produce graduates with specialised knowledge, skills and competent to:

1. Apply foundational knowledge of child development and early childhood curriculum to plan, implement, and evaluate developmentally appropriate learning experiences for children aged 0–6 years.
2. Create and manage safe, inclusive, and stimulating learning environments that promote holistic development and respond effectively to diverse learning needs, including special needs.
3. Assess, monitor, and document children's learning and development using a range of appropriate assessment tools and evidence-based strategies to enhance educational outcomes.
4. Demonstrate professional competence through critical reflection, ethical practice, effective communication, collaboration, and the integration of ICTs and emerging technologies to improve teaching and learning.
5. Exercise leadership, advocacy, cultural competence, and research-informed decision-making to promote the rights, wellbeing, and inclusive development of young children within local and global contexts.

BQA NCQF QUALIFICATION TEMPLATE

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

Access and inclusion to this qualification will be fair and equal to all applicants from a wide range of learning and work experience.

Normal requirements:

- i. Certificate IV, NCQF Level 4
- ii. Applicants with relevant work experience of at least three years may be selected on the basis of recognition of prior learning with reference to the institution's RPL policy which is aligned to the BQA national RPL policy.

(Note: Please use Arial 11 font for completing the template)

BOTSWANA
Qualifications Authority

SECTION B

QUALIFICATION SPECIFICATION

BQA NCQF QUALIFICATION TEMPLATE

1. GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
3.1. Apply specialised knowledge of early childhood development theories, principles, and contemporary issues to inform effective professional practice in diverse early childhood development contexts.	1.1.1 Apply foundational and advanced ECD concepts to analyse professional practice challenges in early childhood education settings. 1.1.2 Compare local and international ECD approaches to inform programme improvement within workplace contexts. 1.1.3 Apply child development theories to address inclusive practice, diversity, and equity issues in ECD environments. 1.1.4 Interpret and implement relevant national, regional, and international ECD policies within organisational and regulatory frameworks. 1.1.5 Integrate inclusive education and child rights principles into professional decision-making and service delivery in ECD settings.
3.2. Apply theories and principles of human growth and development to analyse, plan, and support developmentally appropriate learning experiences in early childhood development settings.	3.2.1 Apply major theories of human growth and development to support planning and delivery of learning experiences in ECD workplaces. 3.2.2 Analyse developmental frameworks to inform age-appropriate and context-responsive educational practices. 3.2.3 Apply ICT and emerging technologies, including AI tools, to enhance learning and

BQA NCQF QUALIFICATION TEMPLATE

	development outcomes in ECD settings. 3.2.4 Collaborate with families and community stakeholders to support children's holistic development using development theory. 3.2.5 Analyse child observation and assessment data to inform professional judgement and responsive practice.
3.3. Integrate knowledge of early childhood education and broader educational foundations to make informed professional decisions in curriculum planning, teaching, and child support practices.	3.3.1 Apply educational knowledge to guide professional judgement and decision-making in ECD service delivery. 3.3.2 Integrate child development theories into planning, implementation, and evaluation of educational interventions in workplace settings. 3.3.3 Analyse educational philosophies to inform ethical, inclusive, and context-sensitive professional practice in ECD organisations. 3.3.4 Apply principles from sociology, psychology, and philosophy of education to address real-world challenges in ECD practice. 3.3.5 Analyse national, regional, and global trends in ECD to inform strategic planning and professional practice decisions.
3.4. Design and implement developmentally appropriate curricula and instructional strategies that promote holistic cognitive, social, emotional, physical, and moral development of young children in diverse	3.4.1 Develop and implement inclusive, developmentally appropriate curricula aligned with organisational goals, learner needs, and professional standards in ECD settings.

learning environments.	3.4.2 Apply curriculum development principles to analyse, adapt, and review curriculum models to suit diverse learners and workplace contexts. 3.4.3 Design and utilise instructional resources, digital technologies, and play-based pedagogies to support inclusive and differentiated learning. 3.4.4 Create and manage nurturing, safe, and stimulating learning environments that promote holistic child development. 3.4.5 Apply child-centred and authentic assessment approaches to monitor learner progress, inform instructional decisions, and improve programme effectiveness.
3.5. Apply health, safety, nutrition, and child protection principles to create secure, inclusive, and supportive early childhood Development environments that promote learner well-being.	3.5.1 Implement health, safety, and emergency procedures in compliance with workplace policies and national regulations. 3.5.2 Apply nutrition principles to support children's physical development within ECD service settings. 3.5.3 Maintain hygienic, safe, and developmentally appropriate environments in early childhood facilities. 3.5.4 Apply developmental screening and referral processes in line with professional and ethical standards. 3.5.5 Support children's emotional well-being by applying trauma-informed and child-

BQA NCQF QUALIFICATION TEMPLATE

	protection approaches in ECD contexts.
3.6. Plan and facilitate age-appropriate language, literacy, and numeracy learning experiences using evidence-based pedagogical approaches within early childhood development settings.	3.6.1 Apply knowledge of language, literacy, and numeracy development stages to professional practice in ECD settings. 3.6.2 Implement interactive and evidence-based teaching strategies to support foundational skills development. 3.6.3 Apply inclusive pedagogical techniques to address diverse learning needs in early childhood environments. 3.6.4 Analyse the relationship between theory, research, and practice to improve language and numeracy outcomes in ECD workplaces.
3.7. Develop and sustain collaborative partnerships with families, communities, and relevant stakeholders to support children's learning, development, and well-being in early childhood development contexts.	3.7.1 Analyse barriers to effective family and community engagement within ECD service contexts. 3.7.2 Develop and implement strategies that promote inclusive and collaborative stakeholder participation. 3.7.3 Apply culturally responsive practices to support diversity and inclusion in ECD programmes. 3.7.4 Facilitate inter-sectoral collaboration to enhance early learning and child development outcomes. 3.7.5 Participate in and contribute to community-based early childhood development initiatives.

BQA NCQF QUALIFICATION TEMPLATE

3.8. Apply basic research skills to locate, analyse, and use evidence from early childhood education studies to inform reflective practice and improve teaching and learning in ECD contexts.	3.8.1 Select and apply appropriate research approaches to investigate practice-based issues in Early Childhood Development contexts. 3.8.2 Conduct ethical, small-scale, practice-oriented research to generate evidence for professional improvement. 3.8.3 Analyse and synthesise relevant research literature to inform evidence-based decision-making in ECD settings. 3.8.4 Apply research findings to enhance teaching practice, learning outcomes, and programme quality within ECD workplaces. 3.8.5 Communicate research processes and findings effectively to professional audiences using academically and professionally accepted written, oral, and digital formats.
3.9. Engage in continuous professional development and lifelong learning by reflecting on professional practice, adhering to ethical standards, and responding to emerging trends, policies, and best practices in early childhood development.	3.9.1 Analyse the importance of continuous professional development for effective ECD practice. 3.9.2 Apply reflective practice tools to identify professional learning needs and growth opportunities. 3.9.3 Participate in professional networks, mentoring, and communities of practice to enhance ECD service delivery. 3.9.4 Contribute to professional development

	activities, policy dialogues, and sector forums relevant to early childhood development
--	--

Note: Please use Arial 11 font for completing the template)



BQA NCQF QUALIFICATION TEMPLATE

4. QUALIFICATION COMPOSITION AND RULES

SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [5]	Level [6]	Level [7]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Introduction to Early Childhood Development		10		10
	Philosophical Foundations of Education		10		10
	Psychological Foundations of Education		10		10
	Academic & Professional Communication		10		10
	Digital Literacy in Early Childhood Development		10		10
	Application of Artificial Intelligence in Early Childhood Development		10		10
	Sociological Foundations of Education		10		10
CORE COMPONENT Subjects/Courses/ Modules/Units	Language and Early Literacy Skills		10		10
	Mathematics in Early Learning		10		10
	Science in Early Learning		10		10
	Early Childhood Development Curriculum		10		10

BQA NCQF QUALIFICATION TEMPLATE

	Design				
	Instructional Design		10		10
	Child Health, Safety, and Nutrition		10		10
	Expressive arts			15	15
	Play in Early Childhood			15	15
	Production of children's teaching and learning materials			15	15
	Inclusive Education in Early Childhood Development			15	15
	Seminar			15	15
	Child Guidance			15	15
	Child Protection			15	15
	Assessment in Early Childhood Development			15	15
	Educational Research Methods in Early Childhood Development			15	15
	Counselling			10	10
	Leadership and Management in Early Childhood Development Centres			15	15
	Entrepreneurship in Early Childhood Centres			15	15
	Diversity in Early Childhood Development			15	15
	Contemporary Issues in Early Childhood Development			15	15

BQA NCQF QUALIFICATION TEMPLATE

	Professionalism in Early Childhood Development			15	15
	Teaching Practice I & II			30	30
	Supervised Research Project Proposal			15	15
	Planning and Organizing Learning Environments			15	15
	Early Childhood Development policies in Botswana			10	10
	Internship Placement			20	20
	Supervised Research Project			20	20
Electives (Choose one area and its two modules)	Area A: Inclusive and Special Needs Education				
	Advanced Psychology of Exceptional Children			10	10
	Designing Inclusive Learning Environments			10	10
	Area B: Digital and AI Tools in ECD				
	Educational Apps for Young Learners			10	10
	AI Tools and Data-Driven Child Assessment			10	10
	Area C: Arts, Play and Creativity				
	Visual Arts, Drama and Expression in Early Childhood			10	10
	Curriculum Integration through Play and Creative Arts			10	10

BQA NCQF QUALIFICATION TEMPLATE

	Area D: Policy, Leadership and Advocacy				
	Social justice in Early Childhood Development			10	10
	Policy Implementation and Monitoring in Early Childhood Development			10	10
	Area E: Infant and Toddler Development				
	Toddlerhood in Early Childhood Development			10	10
	Designing Learning for the Birth to Three Years Age Group			10	10
	TOTAL CREDITS				480

BQA NCQF QUALIFICATION TEMPLATE

4.1 SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
Level 6	130
Level 7	350
TOTAL CREDITS	480

4.2 Rules of Combination:

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

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

Fundamental Component (70 Credits) - 7 Modules

Core Component (390 Credits) - 27 Modules

Strands/Specialisation (None)

Electives (20 credits) – 2 Modules

Total Credits (480)

A learner must complete a minimum total of 480 credits comprising 70 credits from Fundamental modules, 390 credits from Core modules, and a minimum of 20 credits from approved Elective modules to be awarded the Bachelor of Education in Early Childhood Development (B.Ed. ECD).

Elective modules shall be selected from a list of approved electives prescribed by the institution and aligned to the programme's learning outcomes and specialisation focus. Learners are required to successfully complete at least two elective modules all selected from one area, totalling not less than 20 credits, to fulfil the elective component of the qualification.

(Note: Please use Arial 11 font for completing the template)

5. ASSESSMENT ARRANGEMENTS

5.1. Formative Assessment

Formative assessment or continuous assessment contributes to 60% of the final grade of 100%.

5.2. Summative Assessment

The Final Examination contributes 40% of the final grade of 100%.

5.3. Assessment of Teaching Practice

The Institution, through the Teaching Practice Coordinator, identifies a relevant place for attachment for the learner.

Teaching Practice evaluation forms are used to assess learners against the institution's Teaching Practice guidelines. The Institution would use accredited assessors and moderators for all assessments undertaken by learners to be awarded this qualification.

6. MODERATION ARRANGEMENTS

6.1. Education and Training Provider (ETP) must be guided by an Assessment and Moderation Policy aligned with BQA and national quality assurance requirements. All assessors and moderators for the Bachelor of Education in Early Childhood Development (B.Ed. ECD) must be registered with BQA, and hold a minimum of a Master's degree in a relevant field and formal assessor and moderator training.

7 RECOGNITION OF PRIOR LEARNING

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

8. CREDIT ACCUMULATION AND TRANSFER

There shall be provision for awarding parts of the credits for the qualification through Credit Accumulation and Transfer (CAT) in accordance with institutional Policies and the National CAT Policy.

9. PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

9.1. Horizontal Progression

Graduates of this qualification may consider pursuing a related qualification to multiskill, retool, and gain expert knowledge in the Higher Education and Tertiary Education field. Credit transfer, module mapping and exemptions can be exercised in the following Qualifications:

- Bachelors in Higher Education and Quality Assurance.

9.2. Vertical Progression

Graduates may progress to qualifications such as:

- Master of Education in Early Childhood Education.
- Master of Education in Educational Psychology.
- Master of Education in Special Education.
- Master of Education in Primary Education.
- Master of Science in Disability Studies

10. EMPLOYMENT PATHWAYS

Graduates from the Bachelor of Early Childhood Education will have the requisite competencies and attributes to work as:

- Early Childhood Teacher
- Preschool Teacher
- Curriculum Support Officer (ECD)
- Education Officer (Early Childhood Education)
- ECD Centre Manager / Supervisor
- Programme Coordinator (Early Childhood Programmes)
- Child Development Officer
- Research Assistant (Early Childhood Development Projects)
- Early Childhood Centre Owner / Entrepreneur

11. QUALIFICATION AWARD AND CERTIFICATION

11.1. Minimum Standard of achievement for the award of the qualification.

To be awarded a Bachelor of Education in Early Childhood Development, a candidate must complete 480 Credits.

11.2. Certification

Students have to pass all modules for the Bachelor of Education in Early Childhood Development to be awarded the qualification according to the standards prescribed for the award of the qualification, according to the applicable policies.

The Education and Training Provider (ETP) is committed to the timely, secure, and accurate issuance of certificates to all graduates who have successfully met the requirements of the qualification, in accordance with institutional policies, BQA regulations, and national quality assurance standards.

12. SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

12.1 Overview

The proposed Bachelor of Early Childhood Development (NCQF Level 7, 480 credits) was benchmarked against comparable qualifications in Zambia, India, New Zealand, and Switzerland. The benchmarking used recognised international early childhood education standards to ensure global alignment, support learner mobility, and confirm relevance to both local and international labour markets.

12.2 Regional Comparability – University of Zambia (ZQF Level 7)

The Botswana qualification closely aligns with the University of Zambia's Level 7 degree (450–514 credits). Both share a similar structure, credit volume, exit-level outcomes, and assessment approaches. Graduates are prepared in early childhood pedagogy, child development, inclusive education, and community engagement, with comparable employment opportunities.

Conclusion: Strong alignment in level, credits, graduate competencies, and career pathways.

12.3 International Comparability

a) University of Mumbai (India – NHEQF)

Both qualifications are similar in level and credit volume (approximately 480–502 credits) and share core areas such as child development, programme planning, and educational management. Career pathways are comparable.

Difference: Botswana's qualification places stronger emphasis on contextualised national and community-based practice.

b) New Zealand (NZQF Level 7)

New Zealand qualifications (360–480 credits) emphasise practicum-based learning, reflective practice, and holistic child development aligned to national curriculum frameworks.

Difference: Botswana includes a stronger focus on regional challenges, curriculum design, and inclusive education within the Southern African context.

c) Swiss Universities of Teacher Education (EQF Levels 6–7)

Swiss qualifications (180–210 ECTS) emphasise psychosocial development, well-being, and evidence-based practice. Graduate expectations are similar in their emphasis on professional judgement and child-centred pedagogy.

Difference: Botswana places additional emphasis on literacy development and structured classroom instruction.

12.4 Summary of Similarities and Differences

The qualification compares favourably across all benchmarked institutions in terms of level, credit volume, curriculum depth, assessment methods, and graduate outcomes.

Similarities: Strong focus on child development, professional practice, workplace learning, and ethical engagement.

Differences: Contextual variations reflecting cultural frameworks, indigenous knowledge systems, and national curriculum priorities.

BQA NCQF QUALIFICATION TEMPLATE

12.5 Comparability and Articulation

The qualification meets international academic standards and supports both horizontal and vertical progression to postgraduate studies (e.g., Postgraduate Diploma, Honours, Master's degrees).

Graduates may work as Early Childhood Teachers, Preschool Teacher, Curriculum Support Officers (ECD), Education Officers (Early Childhood Education), ECD Centre Managers / Supervisors, Programme Coordinators (Early Childhood Programmes), Child Development Officers, Research Assistants (Early Childhood Development Projects) and Early Childhood Centre Owners / Entrepreneurs

Overall Conclusion: The qualification aligns well with regional and international standards while remaining responsive to Botswana's national early childhood development needs.

13. REVIEW PERIOD

The qualification will be reviewed every 5 years or as and when the need arises.

For Official Use Only:

CODE (ID)			
REGISTRATION STATUS	BQA DECISION NO.	REGISTRATION START DATE	REGISTRATION END DATE
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	
REVISION DATE:		NAME OF PROFESSIONAL BODIES/REGULATORY	