

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS													
QUALIFICATION DEVELOPER (S)				UNIVERSITY OF BOTSWANA									
TITLE		Bachelor of Child Development and Family Studies						NCQF LEVEL		7			
STRANDS (where applicable)		N/A											
FIELD		Health and Social Services		SUB-FIELD		Social Services		CREDIT VALUE		480			
New Qualification						√		Legacy Qualification					
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													
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 programmes to enhance the well-being of individuals, families and children. The Child Development and Family Studies (CDFS) programme 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 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 graduates with specialized knowledge, skills and competencies in various education settings to:

- Synthesise conceptual knowledge, social policy and other resources to develop prevention and intervention programmes to enhance the well-being of individuals, families and children.
- Apply interventions and strategies that mitigate risk factors as well as increase protective factors for children and families.
- Implement policies and practices in both micro and macro environments that interact with the child directly or indirectly, including settings in health, private & business, civil society & government, education and the community.
- 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.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

The minimum entry requirements for admission to Bachelor of Family & Consumer Sciences:

- Certificate IV, NCQF Level 4 or equivalent.
- 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.

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SECTION B	
QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
LO1. Demonstrate knowledge and understanding of early childhood developmental trajectories.	AC1.1 Use developmentally appropriate assessment skills to evaluate children's growth and development and offer proficient advice about their learning and progress. AC1.2 Apply appropriate guidance and intervention skills in supporting children with behavioural challenges and their families. AC1.3 Propose and create research-based policies and programmes targeted at addressing the impact of biological and physiological factors on children's development.
LO2. Demonstrate problem solving, critical thinking and communication skills in child development and family studies.	AC2.1 Design, implement and manage CDFS programmes using international and national policy frameworks and associated practices. AC2.2 Appraise children's development, family and community needs using relevant evaluation techniques. AC2.3 Provide, organize appropriate support services and intervention programmes for children, families and communities. AC2.4 Apply CDFS skills to solve every day needs of children, families and communities.
LO3. Model technical, ethical and professional demeanour of a reflective CDFS professional and a lifelong learner.	AC3.1 Implement and manage early childhood policies, family programmes and community projects. AC3.2 Inspect and evaluate CDFS programmes and service providers for quality and compliance. AC3.3 Demonstrate understanding of the multiple roles of an CFS worker. AC3.4 Develop positive and respectful relationships with children and their families. AC3.5 Communicate effectively, collaborate and build interpersonal relationships with different stakeholders. AC3.6 Display teamwork spirit and good work ethics.

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LO4. Recognize, embrace and promote diversity and cultural sensitivity in child development and family studies context.	AC4.1 Recognize and respect the plurality of family forms and processes. AC4.2 Appreciate how family interactions are shaped by diverse contexts and cultures. AC4.3 Critically examine own beliefs, assumptions, values and personal biases regarding children and families from diverse cultural contexts.
LO5. Advocate for and lead child development and family welfare.	AC5.1 Engage in advocacy for young children, families and the CDFS profession. AC5.2 Advocate for children's protection.
LO6. Apply technology to improve children and families welfare.	AC6.1 Use available technology including software packages to develop and evaluate children's progress. AC6.2 Develop innovative ways of producing virtual learning products for children to solve learning and social problems.
LO7. Design and implement developmentally appropriate curriculum content and use it appropriately for the benefit of children.	AC7.1 Design and implement the curriculum to foster children's learning and development. AC7.2 Establish and maintain a safe and healthy environment for children.
LO8. Utilize entrepreneurial and microeconomics skills to improve individuals, families' and communities' livelihood.	AC8.1. Demonstrate entrepreneurial skills e.g., consultancy services, market research, and marketing to improve child development. AC8.2. Develop early childhood development programme business plans. AC8.3. Develop age appropriate and culturally relevant material resources and related products to improve the 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.	AC9.1. Apply knowledge to formulate and investigate research questions. AC9.2. Collect, analyse and interpret child development and family studies data. AC9.3. Write research report to disseminate findings. AC9.4. Use research information to inform practice. AC9.5 Critically appraise the quality of published research, programmes and policies and their implications on children and families.

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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [5]	Level [6]	Level [7]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Communications and Study Skills	24			24
	Computing and Information Skills	16			16
	Anatomy, Physiology and Biochemistry	12			12
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Theories of Child Development	12			12
	Foundations of Family Studies	12			12
	Prenatal and Early Childhood Development	12			12
	Nutrition, Health and Safety of Young Children	12			12
	Prenatal and Early Childhood Development	12			12
	Building Resilient Families	12			12
	Technology in ECD		12		12
	Play and Creativity in Early Childhood		12		12
	Family Development and Interpersonal Relationships		12		12
	Infant and Toddler Development Programming		12		12
	Behaviour Problems and Guiding Young Children		12		12
	Curriculum and Programme Development in ECD		12		12
	Fundamentals of Entrepreneurship		12		12
	Foundations of FCS Extension		12		12
	Professionalism and Ethics in ECD			12	12
	Theory and Practice when Interacting with Young Children			12	12
	Parenting and Child Development			12	12

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	Developmental Assessment and Intervention of Young Children			12	12
	Reproductive Health and Human Sexuality			12	12
	Culture and Indigenous Knowledge in ECD			12	12
	Management of CFS Programmes			12	12
	Pre-schooler Development and Programming			12	12
	Public Policy for Children and Families			12	12
	Child Protection, Advocacy and Children's Rights			12	12
	Family and Marriage Counselling			12	12
	Management of Family Resource			12	12
	Research			16	16
	Internship I & II		20	20	40
COMPONENT	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level [5]	Level [6]	Level [7]	
STRANDS/ SPECIALIZATION	N/A				N/A
OPTIONALS COMPONENT Choose 3	Basic Microeconomics	12			36
	Group Processes and Dynamics		12		
	Introductory to Nutrition		12		
	Language Development and Literacy In Early Childhood		12		
	Introductory Housing		12		
	Introduction to Textiles		12		
	Foundations of Food Preparations		12		
	Introduction to Interior Design		12		
	Community Mobilization			12	
	Risk and Resiliency in Child Development			12	

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	Family Health Education			12	
	Human Development Seminar			12	
	Issues and Trends in Early Childhood Development			12	
	Meal Management			12	
	Housing & Environment for Children			12	
	Housing in Community Development			12	
ELECTIVES COMPONENT Choose 2	Introduction to Exceptional Children	12			24
	Principles of Marketing	12			
	Principles of Purchasing		12		
	Health and Safety in the Art and Design Classroom		12		
	Early Childhood Special Education		12		
	Foundations of Business Law		12		
	Motor Learning and Skill Acquisition		12		
	Motor Development Across Lifespan				
	Developmental Psychology		12		
	Methods of Teaching FCS Extension			12	
	Cognitive Stimulation of at Risk Children			12	
	Motor Development Across Lifespan			12	
	Innovation and Entrepreneurship			12	

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
5	124
6	128
7	228
TOTAL CREDITS	480

Rules of Combination:

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

To be awarded this qualification, a learner must complete a minimum of 480 credits that comprise of:

52 Credits from Fundamental Courses

368 Credits from Core Courses

60 Credits from Elective/Optional Courses:

- 36 credits for optional courses (Choose 3 courses)
- 24 credits for electives courses (Choose 2 courses)

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ASSESSMENT ARRANGEMENTS

All assessments will be done using formative and summative assessment.

- **Formative assessment:** weighting of 60%
- **Summative assessment:** weighting of 40%

Assessment will be carried out by BQA or other relevant bodies registered and accredited assessors.

MODERATION ARRANGEMENTS

- There shall be both internal and external moderation in accordance with institutional policies aligned with national policies.
- Moderators shall all be registerable with BQA or other relevant bodies.

RECOGNITION OF PRIOR LEARNING

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

CREDIT ACCUMULATION AND TRANSFER

There is a provision for award of this qualification through credit accumulation in line with institutional and national CAT 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
- Masters in Child Counselling
- Masters in Developmental Psychology

Employment Pathways

A qualified practitioner at this level can fulfil the following roles:

- Child Development Family Studies Programme/Curriculum Developer Consultant
- Childhood trainers/assessors
- Child Protection Advocates
- Parenting Educator/ Coach
- Policy Developer/Advisor
- Early Childhood Development Inspector
- Community Childcare Advisor
- Outreach Programme Coordinators
- Administrator
- Play/ Filial Therapist
- Entrepreneur
- Outreach Programme Developer
- Probation and Parole Officer
- Correctional Facilities Officers
- CFS Policy Officers
- Adoption Agencies Officers
- Consumer Protection Officer

QUALIFICATION AWARD AND CERTIFICATION

Qualification Award

Minimum standards of achievement for the award of the qualification

- To be awarded a Bachelor of Education (Family and Consumer Sciences), a candidate must achieve a **minimum of 480 credits** of Certification.
- Candidates meeting prescribed requirements will be issued an official certificate and transcript.

Certification

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

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

The proposed qualification has therefore been benchmarked against Bachelor of Child Development and Family Studies qualifications regionally and internationally.

This qualification compares with the following:

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1. University of Pretoria, South Africa, a 4-year Bachelor of Education Foundation Phase Teaching (Early Childhood Development Specialisation) NQF level 8, worth 480 credits which produces candidates with competencies to teach the subject of Child Development.
2. Southern Wesleyan University, USA, 4- year Bachelor of Science in Early Childhood and Family Studies which produces candidates with competencies to assess and assist families to meet their needs.
3. Ohio State University, USA, offers a 4-year Bachelor of Science in Child and Family Studies which prepares versatile students for working with contemporary families at different life stages.

The proposed programme is comparable with mainly the programmes with the four international universities as they are all cognizant of the importance for quality life of children and their families. The course content of the US programmes is similar in terms of producing a CDFS practitioner who can scaffold child and family relationships in different contexts. The programmes are similar with practical component from labs experiences and internship embedded in their programmes. The programmes also similar length of study of four years. The credit range is comparable as this programme has credits 484 compared to the 480 for the South African universities.

Locally and regional universities have similar name, but the content structure and approach of the programme is different. The main difference is the lack of the practical component through lab experience but has the internship. The University of Pretoria in South Africa varies with the proposed programme in that it offers an education qualification whose focus is to train teachers who will teach in early childhood centers instead of training practitioners who provide services to children and families in none teaching services.

REVIEW PERIOD

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

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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	



BOTSWANA
Qualifications Authority