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SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Development

Registered by NSB 05, Education, Training and Development, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web-site at **www.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 1067 Arcadia Street, Hatfield Forum West, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 16 March 2005.* All correspondence should be marked **Standards Setting – SGB for Development,** and addressed to

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DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Bachelor of Education Honours: Leadership and Management

SAQA QUAL ID	QUALIFICATION TITLE		
49576	Bachelor of Education Honours: Leadership and Management		

SGB NAME	NSB 05	PROVIDER NAME
SGB Education Management and Leadership	. Education, Training and Development	

QUAL TYPE	FIELD	SUBFIELD
National First Degree	Education, Training and Development	Schooling

ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	120	Level 7	Regular-ELOAC

PURPOSE AND RATIONALE OF THE QUALIFICATION

The BEd Hons (Leadership and Management) will provide professional educators and leaders/managers at a post-graduate level with a clear understanding of theories and theoretical frameworks which underpin education systems. This qualification will deepen the expertise of educators and broaden the leadership base in the field of education, training and development.

The BEd Hons (Leadership and Management) is a post-graduate qualification intended to accredit advanced and specialised academic and professional study of education leadership and management. It includes an introduction to independent research and prepares candidates for further post-graduate studies. In view of the different levels of preparation offered to educators this degree could, therefore, serve as a critical bridge for educators between pre-service professional education and advanced studies at Masters level and beyond. Consequently, a primary function of this qualification is to ensure that educators have the competence required for independent research at higher levels in the field of education leadership and management.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED TO BE IN PLACE

Candidates who wish to enrol for this qualification should be in possession of a qualification in education or training at NQF Level 6: either a BEd degree, or a Bachelor's Degree plus a Post-Graduate Certificate in Education, or a qualification that is accepted as equivalent.

It is assumed that the candidate is sufficiently competent in the fundamental learning required at Level 6 and the language of instruction to undertake study at Level 7. Adequate knowledge of Education Leadership and Management, particularly through a prior qualification such as an Advanced Certificate in Education (School Management and Leadership) is recommended. In addition, candidates must have at least three years' teaching experience.

Recognition of prior learning:

This qualification may be achieved in part through the recognition of relevant prior knowledge and/or experience. In relation to the recognition of prior learning, providers are required to develop structured means for the assessment of individual candidates against the exit level outcomes of the qualification on a case-by-case basis. Such procedures, and the assessment of individual cases, are subject to moderation by independent assessors.

QUALIFICATION RULES

This qualification is not based on unit standards and therefore there are no rules of combination. However, half the credits earned at level 7 should be for conducting and reporting research in project(s) under supervision. The distribution of the remainder of credits is at the discretion of the provider but should be guided by the exit level outcomes below.

EXIT LEVEL OUTCOMES

Candidates demonstrate the competence described in the exit level outcomes that follow:

1. Candidates demonstrate that they have acquired a sound knowledge base and critical understanding of education in general, and of education leadership and management in particular.

2. Candidates demonstrate the ability to critically analyse and evaluate knowledge in education leadership and management, and to contribute to systematic and disciplined thinking about educational matters and issues, with particular reference to education leadership and management.

3. Candidates demonstrate the ability to conduct independent practice-based inquiry in the field of leadership and management in education, and to report their findings in academically appropriate ways.

4. Candidates demonstrate at their sites of practice a theoretically grounded and contextually relevant ability to lead and manage schools.

Critical Cross-field Outcomes:

The critical cross-field outcomes are integrated into the exit level outcomes of the qualification as follows:

> Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made (mainly in outcomes 3 and 4).

> Working effectively with others as a member of a team, group, organisation, community (mainly in outcome 4).

> Organising and managing oneself and one's activities responsibly and effectively (in all outcomes).

> Collecting, analysing, organising and critically evaluating information (in all outcomes).

> Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion (in all outcomes).

> Using science and technology effectively and critically, showing responsibility towards the environment and health of others (integral to reflexive practice as an education manager, see outcome 4).

> Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation (in all outcomes, but particularly in 3 and 4).

ASSOCIATED ASSESSMENT CRITERIA

Competence is shown when candidates are able to:

1:
> Understand contemporary educational conditions and policies against the backdrop of the socio-historical development in Southern Africa.
> Demonstrate a familiarity with major lines of debate in the broad field of education.
> Provide well-founded interpretations of literature in the area of study, and succinct and accurate syntheses of written material.
> Locate particular studies in a relevant and coherent theoretical framework.
> Use specialist and applied knowledge appropriately in an area of educational study or practice.
> Show sensitivity for and understanding of the relative and contextual nature of thought and knowledge.
> Interpret knowledge as a source of meaning and as a guide to reflection, choice and action.
> Grasp the dialectical relationship between theoretical and practical knowledge.
> Demonstrate an awareness of the variety of educational contexts in which knowledge might apply.

2:
> Understand the principles and concepts underpinning the field of study and its boundaries and limitations.

> Write with fluency in an academic mode.
> Analyse educational situations with a view to identifying problems.
> Assess the weight of various kinds of evidence for claims and theories in the field of education.
> Justify conclusions with appropriate argument or evidence in theorising about education.
> Identify and solve educational problems by using critical and creative thinking to arrive at responsible decisions.
> Display some intellectual independence and analytical skill in the development of systematic arguments.
> Make sound theoretical judgements and evaluations based on evidence.

3:
> Complete papers, major assignments and/or project reports in a way that shows knowledge of different research approaches and methodology.
> Collect, analyse, organize and critically evaluate educational and related information from primary and secondary sources.
> Use appropriate resources for academic work, including information and communications technology.
> Plan, and conduct, an elementary piece of research, using basic research techniques.
> Communicate research results accurately and reliably by way of written reports and oral presentation.
> Demonstrate basic knowledge of different research approaches in the field of education.
> Demonstrate the skills and disposition to undertake research and remain a lifelong learner.

4:
> Demonstrate an understanding of contextually relevant theories of management and leadership and apply these in ways that are appropriate for the particular site of practice.
> Demonstrate an understanding of organizational development and behaviour and apply insights from this understanding to the successful management of diversity and in effecting change in schools.
> Demonstrate knowledge and application of human resource management processes such as recruitment, selection, induction, support, appraisal, development.
> Demonstrate an understanding of the rationale for fostering shared leadership and management in schools, effective teamwork, participatory decision-making and the ability to implement them.
> Demonstrate an understanding of contextually relevant approaches to teaching and theories of learning.
> Apply these approaches and theories to curriculum delivery, assessment, staff development and the organization of a learner-centred school, with particular emphasis on inclusive education and multigrade teaching.
> Apply effective change management principles to support staff particularly in dealing with a changing curriculum.
> Demonstrate an understanding of leadership for learning and an ability to model good practice in a variety of ways.
> Demonstrate an understanding of the values that underpin South African education policy.
> Apply these values in the design and implementation of school policies, and plans.
> Demonstrate the knowledge, skills and personal attributes necessary for the strategic leadership of schools and apply these in the strategic and development planning.
> Understand and be able to apply contextually relevant resource management principles in the management of people, time, finances, facilities and equipment.
> Create and maintain a safe and healthy environment that enables effective learning.
> Set up, implement, maintain and evaluate organizational systems for the management of the school, where possible making use of appropriate information and communication technology.
> Expand the human and material resources of the school through effective partnerships with stakeholders, relevant entrepreneurial activities, and marketing.

Integrated assessment:

Applied competence is the central purpose of the integrated assessment. The focus should be on candidate's ability to apply their theoretical knowledge and understanding in solving educational problems, discussing educational issues and doing and using educational research in the field of leadership and management in education.

Assessors should use a range of strategies that are informed by and related to the purpose of the qualification and the NQF level at which the qualification is registered.

INTERNATIONAL COMPARABILITY

The qualifications structures and standards frameworks of a number of overseas countries were studied for the purposes of comparison, including the United Kingdom, the Netherlands, Belgium and New Zealand. While all these countries specify the requirements of initial teacher education/training in terms of standards/criteria only one - New Zealand - has developed level descriptors for post-graduate qualifications.

All four countries specify required learning for initial teacher qualifications in terms of core curricula/components but not for post-graduate work.

ARTICULATION OPTIONS

N/A

MODERATION OPTIONS

Providers should establish or refine existing moderation procedures and systems at their institutions with a view to aligning them with the requirements of the relevant ETQA.

Candidates' performance/results should be moderated by one or more external moderators. Moderators should report not only on the standard of achievement but also on the validity and reliability of the assessment strategies, design and criteria in relation to the purpose and exit level outcomes of the qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Providers will primarily use their own qualified staff as assessors but may, if they wish make use of tutors and/or outside accredited assessors or assessment agencies provided that the process is monitored by the provider.

NOTES

"Practice-based enquiry" refers to research with rather than on people, such as in action research. Research projects will typically be case studies based in the candidate's working context, aimed at clarifying problems and seeking solutions (such as in organization development [OD]). The purpose of the research is to contribute to improved practice in the leadership, management and/or governance of the organization.

UNIT STANDARDS
(Note: A blank space after this line means that the qualification is not based on Unit Standards.)