

No. 403

22 April 2005

**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

**EDUCATION MANAGEMENT AND LEADERSHIP**

publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, subfields, NQF levels, credits, and purpose of the qualification upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web site at [www.saga.org.za](http://www.saga.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 *no later than 23 May 2005*. All correspondence should be marked **Standards Setting – SGB EDUCATION MANAGEMENT AND LEADERSHIP** and addressed to

The Director: Standards Setting and Development  
SAQA  
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*P.P.*   
**DUGMORE MPHUTHING**  
**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### *Master of Education: Leadership and Management*

SAQA QUAL ID	QUALIFICATION TITLE		
49601	Master of Education: Leadership and Management		
SGB NAME	NSB 05	PROVIDER NAME	
SGB Education Management and Leadership	Education, Training and Development		
QUAL TYPE	FIELD	SUBFIELD	
Masters Degree	Education, Training and Development	Schooling	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	180	Level 8 and above	Regular-ELOAC

#### **PURPOSE AND RATIONALE OF THE QUALIFICATION**

##### Purpose:

The M Ed (Leadership and Management) is a postgraduate Qualification which accredits candidates' advanced professional and academic knowledge and its application in education leadership and management and the ability to conduct practice-based independent research.

The Qualification is suitable for managers with responsibility for strategic leadership in educational organizations/institutions in the state system, as well as in non-governmental and private institutions/organizations.

##### Rationale:

This Qualification, a professional M Ed in Leadership and Management, is primarily for practising educational leaders, and is intended not only to increase research capacity, but also to enhance professional practice. It has two components - a coursework and a practice-based research component. The coursework offers the necessary breadth for effective practice. The research component develops capacity for in-depth study of a small dimension of broader management practice.

It is necessary to have a Qualification which builds both professional competence and research competence for the following reasons:

> Internationally, it is increasingly being accepted that the required intellectual skills to run complex organizations such as schools are at Masters level. This means that a professional Qualification is needed at Masters level.

> In South Africa, it is critical for the improvement of the educational system as a whole to improve management at the highest levels. A Masters degree by thesis is not primarily intended to impact on practical management competence.

> There is a need for more research in education leadership and management in South Africa. The professional Masters is an ideal Qualification to equip South African educational leaders with the broad-based professional capacity to research their practice, and contribute to knowledge of what works in the

**RECOGNIZE PREVIOUS LEARNING?**

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**LEARNING ASSUMED TO BE IN PLACE**

It is assumed that the candidate:

- > Is sufficiently competent in the language of learning and teaching to undertake study at NQF Level 8.
- > Has achieved NQF Level 7 competence in educational theory (and/or education leadership and management theory) and research.

It is also assumed that the candidate plays a leadership role in an educational organization and therefore will be able to apply what is learnt to practice and undertake practice-based inquiry.

Recognition of prior learning and articulation possibilities:

The Qualification may be achieved in part through the recognition of relevant prior learning or experience. 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.

Qualifying candidates may proceed from this Qualification to a doctoral degree in the field of Education, Training and Development.

**QUALIFICATION RULES**

N/A

**EXIT LEVEL OUTCOMES**

Candidates will qualify for this degree if they can demonstrate the competence described in the exit level outcomes that follow:

1. Sound knowledge and critical understanding of education theory in general.
2. Understanding of the particular nature of education leadership, management and governance in a South African context, including the ability critically to interpret and implement relevant policy.
3. Sound knowledge and critical understanding of the field of Education Leadership and Management.
4. Reflect on, analyse and synthesise concepts, theories and models of Education Leadership and Management drawn from a number of cultural contexts.
5. Sound knowledge and grasp of various research orientations (methodologies), methods and research techniques appropriate to practice-based enquiry in the field of Education Leadership and Management.
6. Reflexive practice, rooted in the leadership and management of an educational organisation, or a group within an organisation.
7. Exhibit the potential to act as academic and professional leaders in education

**ASSOCIATED ASSESSMENT CRITERIA**

Competence is shown when candidates are able:

1:

- > To understand and apply theories and processes of teaching and learning, educational change and transformation, and curriculum development and change.

2:

- > To demonstrate critical understanding of the South African context and its socio-political and educational

history.

> To engage with South African history and the implications of current challenges such as HIV and AIDS for educational leadership and management.

> To interpret and implement relevant education policy, including school governance policy, in terms of contemporary Education Leadership and Management theory and ideology.

3:

> To discuss comprehensively trends and debates in management and leadership thinking.

> To demonstrate understanding of the interrelatedness of management and leadership.

> To apply theory to practice and analyse practice in terms of theory.

> To understand and apply to particular contexts the theory of organisation, including organisation change/development and organisational culture.

4:

> To understand and describe the relationships (inter-relatedness, patterns, themes) between various theoretical approaches to leadership and management.

> To compare approaches to leadership and management across different cultural contexts.

5:

> To discuss a range research orientations/approaches/paradigms.

> To implement appropriate research methods for practice-based enquiry.

> To deploy accurately and with insight a range of approaches to data gathering, analysis and interpretation.

> To initiate design, execute and critically reflect on a practice-based research project.

6:

> To reflect critically on own practice as leader/manager in education in terms of relevant theory and policy.

> To report on and provide evidence of critical reflection, for example through the development of a professional portfolio (of evidence), in terms of academic requirements.

7:

> To see and make connections between different areas and communities of practice.

> To develop a long-term vision for educational development and transformation.

> To provide moral and strategic leadership for learning both within their own organization, and, more broadly, within the profession and community.

> To ~~manage educational contradictions and make educational value commitments.~~

> To facilitate discussion on complex educational issues in an informed and visionary manner.

Integrated assessment:

Assessment in coursework should be focussed on candidates' applied competence, i.e. their ability to apply their advanced and specialised theoretical knowledge and skills to discussions on, investigations of and the creation of solutions for educational problems in their area of specialisation. Evidence of candidates' competence should be collected by means of a range of strategies which are appropriate to the purpose, exit outcomes and NQF level of this Qualification.

Assessment in research should be focussed on candidates' ability to conduct, and report in an academically acceptable way, independent practice-based enquiry into an aspect or aspects of Education Leadership and Management.

#### **INTERNATIONAL COMPARABILITY**

Relevant professional Masters Qualifications in Educational Leadership/Administration from a range of different countries were consulted in the development of this Qualification.

The most influential were:

> The MSc in Educational Leadership and the MA in Leadership for Learning offered by the Centre for Education Leadership and Management at the University of Leicester (England).

> The Master's in Educational Administration offered by Florida State University.

> Master of Education (School Leadership) offered by Monash University (Australia).

#### **ARTICULATION OPTIONS**

**NIA**

#### **MODERATION OPTIONS**

Moderation, and 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.

Providers must 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' **results/performance** must be externally moderated by one or more external moderators who are specialists in the candidates' area of specialisation. Moderators must report not only on the standard of candidates' work but also on the validity, reliability and transparency of the assessment criteria used by the provider.

#### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

**NIA**

#### **NOTES**

1. The portfolio is a collection of evidence that the candidate will collect in order to make claims of competence. The evidence must relate to core activities and actions that reflect the key management functions, skills and attributes used. The evidence must be relevant, sufficient, current, authentic, and demonstrate competence.

The reflective component (rationale) of the portfolio should:

- > Summarise what the candidate has learned from the programme as a whole.
- > Indicate the main ways in which the learning has been practically implemented.
- > Reflect on learning and practical implementation in the light of theory.

2. "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.)**

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