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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 357　　　　　　　　　　　　　　　　　　　　　**15 April 2005**

Established in terms of Act 58 of 1995

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

GET/FET Language and Communication

Registered by NSB 04, Communication Studies and Language, 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 qualifications and unit standards. The qualifications 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, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 13 May, 2005.* All correspondence should be marked **Standards Setting – SGB for GET/FET Language and Communication** and addressed to

The Director: Standards Setting and Development
SAQA
Attention: Mr. Eddie Brown
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 431-5144
e-mail: ebrown@saqa.co.za

**DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**

SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 1

Access and use information from texts

SAQA US ID	UNIT STANDARD TITLE		
119463	Access and use information from texts		
SGB NAME	**NSB 04**		**PROVIDER NAME**
SGB GET/FET Language and Communication	Communication Studies and Language		
UNIT STANDARD TYPE	**FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Communication Studies and Language		Language
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	5	Level 2	Regular

SPECIFIC OUTCOME 1

Use a range of reading and/or viewing strategies to make meaning of texts.

SPECIFIC OUTCOME 2

Identify the main ideas in different text types.

SPECIFIC OUTCOME 3

Read/view and respond to texts for a variety of purposes.

SPECIFIC OUTCOME 4

Identify and discuss how language structures and features may influence a reader/audience.

SOUTH
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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 2

Maintain and adapt oral/signed communication

SAQA US ID	UNIT STANDARD TITLE		
119454	Maintain and adapt oral/signed communication		
SGB NAME	**NSB 04**		**PROVIDER NAME**
SGB GET/FET Language and Communication	Communication Studies and Language		
UNIT STANDARD TYPE	**FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Communication Studies and Language		Language
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	5	Level 2	Regular

SPECIFIC OUTCOME   1

Use a variety of speaking and listening/signing strategies to maintain communication.

SPECIFIC OUTCOME   2

Adapt speech/signing to accommodate socio-cultural sensitivities without losing own intention.

SPECIFIC OUTCOME   3

Use knowledge of language structures and conventions to shape or decode meaning of unfamiliar vocabulary or constructions.

SPECIFIC OUTCOME   4

Organise and present information in a focused and coherent manner.

SPECIFIC OUTCOME   5

Identify and explain how speakers/signers influence audiences.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 3

Respond to literary texts

SAQA US ID	UNIT STANDARD TITLE		
119464	Respond to literary texts		
SGB NAME		**NSB 04**	**PROVIDER NAME**
SGB GET/FET Language and Communication		Communication Studies and Language	
UNIT STANDARD TYPE		**FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**
Regular		Communication Studies and Language	Language
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	5	Level 2	Regular

SPECIFIC OUTCOME   1

Identify main ideas in literary texts.

SPECIFIC OUTCOME   2

Identify and explain how readers/viewers/listeners/audiences are influenced.

SPECIFIC OUTCOME   3

Interpret literary texts.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 4

Respond to selected literary texts

SAQA US ID	UNIT STANDARD TITLE		
119455	Respond to selected literary texts		
SGB NAME	**NSB 04**		**PROVIDER NAME**
SGB GET/FET Language and Communication	Communication Studies and Language		
UNIT STANDARD TYPE	**FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Communication Studies and Language		Language
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	5	Level 2	Regular

SPECIFIC OUTCOME 1

Use a range of strategies to understand selected literary texts.

SPECIFIC OUTCOME 2

Explore the way readers/viewers/listeners are influenced in selected texts.

SPECIFIC OUTCOME 3

Demonstrate understanding of literary texts by responding orally and/or in writing/signing.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 5

.Use language and communication in occupational learning programmes

SAQA US ID	UNIT STANDARD TITLE	
119460	Use language and communication in occupational learning programmes	

SGB NAME	NSB 04	PROVIDER NAME
SGB GET/FET Language and Communication	Communication Studies and Language	

UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Communication Studies and Language	Language

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 2	Regular

SPECIFIC OUTCOME 1

Find and use available learning resources.

SPECIFIC OUTCOME 2

Use learning strategies.

SPECIFIC OUTCOME 3

Manage occupational learning materials.

SPECIFIC OUTCOME 4

Plan and gather relevant information for a given context and purpose.

SPECIFIC OUTCOME 5

Function in a team.

SPECIFIC OUTCOME 6

Reflect on how characteristics of the workplace and occupational context affect learning.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 6

Write/present for a defined context

SAQA US ID	UNIT STANDARD TITLE		
119456	Write/present for a defined context		
SGB NAME	**NSB 04**		**PROVIDER NAME**
SGB GET/FET Language and Communication	Communication Studies and Language		
UNIT STANDARD TYPE	**FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Communication Studies and Language		Language
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	5	Level 2	Regular

SPECIFIC OUTCOME   1

Write/sign for a specific audience, purpose and context.

SPECIFIC OUTCOME   2

Use grammatical structures and writing/signing conventions to produce coherent and cohesive texts for specific contexts.

SPECIFIC OUTCOME   3

Adapt language to suit context.

SPECIFIC OUTCOME   4

Draft and edit own writing/signing.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 7

Accommodate audience and context needs in oral/signed communication

SAQA US ID	UNIT STANDARD TITLE		
119472	Accommodate audience and context needs in oral/signed communication		
SGB NAME	NSB 04		PROVIDER NAME
SGB GET/FET Language and Communication	Communication Studies and Language		
UNIT STANDARD TYPE	FIELD DESCRIPTION		SUBFIELD DESCRIPTION
Regular	Communication Studies and Language		Language
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 3	Regular

SPECIFIC OUTCOME 1

Interact successfully in oral/signed communication.

SPECIFIC OUTCOME 2

Use strategies that capture and retain the interest of an audience.

SPECIFIC OUTCOME 3

Identify and respond to manipulative use of language.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 8

Analyse and respond to a variety of literary texts

SAQA US ID	UNIT STANDARD TITLE		
119458	Analyse and respond to a variety of literary texts		
SGB NAME	**NSB 04**		**PROVIDER NAME**
SGB GET/FET Language and Communication	Communication Studies and Language		
UNIT STANDARD TYPE	**FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Communication Studies and Language		Language
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	5	Level 3	Regular

SPECIFIC OUTCOME 1

Analyse and discuss the main ideas in texts.

SPECIFIC OUTCOME 2

Identify and explain the values, attitudes and beliefs in texts that influence response.

SPECIFIC OUTCOME 3

Discuss the effects of content, language and style on readers'/viewers' responses in specific texts.

SPECIFIC OUTCOME 4

Respond creatively to literary texts.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 9

Interpret a variety of literary texts

SAQA US ID	UNIT STANDARD TITLE		
119466	Interpret a variety of literary texts		
SGB NAME	**NSB 04**		**PROVIDER NAME**
SGB GET/FET Language and Communication	Communication Studies and Language		
UNIT STANDARD TYPE	**FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Communication Studies and Language		Language
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	5	Level 3	Regular

SPECIFIC OUTCOME 1

Extract meaning from a variety of literary texts.

SPECIFIC OUTCOME 2

Identify and explain features that influence response to texts.

SPECIFIC OUTCOME 3

Produce own texts in response to literary texts.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 10

Interpret and use information from texts

SAQA US ID	UNIT STANDARD TITLE	
119457	Interpret and use information from texts	

SGB NAME	NSB 04	PROVIDER NAME
SGB GET/FET Language and Communication	Communication Studies and Language	

UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Communication Studies and Language	Language

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 3	Regular

SPECIFIC OUTCOME   1

Use a range of reading and/or viewing strategies to understand the literal meaning of specific texts.

SPECIFIC OUTCOME   2

Use strategies for extracting implicit messages in texts.

SPECIFIC OUTCOME   3

Respond to selected texts in a manner appropriate to the context.

SPECIFIC OUTCOME   4

Explore and explain how language structures and features may influence a reader/viewer.

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 11

Use language and communication in occupational learning programmes

SAQA US ID	UNIT STANDARD TITLE		
119467	Use language and communication in occupational learning programmes		
SGB NAME	**NSB 04**		**PROVIDER NAME**
SGB GET/FET Language and Communication	Communication Studies and Language		
UNIT STANDARD TYPE	**FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Communication Studies and Language		Language
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	5	Level 3	Regular

SPECIFIC OUTCOME 1

Access and use available learning resources.

SPECIFIC OUTCOME 2

Use learning strategies.

SPECIFIC OUTCOME 3

Manage occupational learning materials.

SPECIFIC OUTCOME 4

Conduct basic research and analyse and present findings.

SPECIFIC OUTCOME 5

Function in a team.

SPECIFIC OUTCOME 6

Reflect on how characteristics of the workplace and occupational context affect learning.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 12

Write/present/sign texts for a range of communicative contexts

SAQA US ID	UNIT STANDARD TITLE		
119465	Write/present/sign texts for a range of communicative contexts		
SGB NAME	**NSB 04**		**PROVIDER NAME**
SGB GET/FET Language and Communication	Communication Studies and Language		
UNIT STANDARD TYPE	**FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Communication Studies and Language		Language
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	5	Level 3	Regular

SPECIFIC OUTCOME   1

Write/sign for a specified audience and purpose.

SPECIFIC OUTCOME   2

Use language structures and features to produce coherent and cohesive texts for a wide range of contexts.

SPECIFIC OUTCOME   3

Draft own writing/signing and edit to improve clarity and correctness.

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UNIT STANDARD: 13

Engage in sustained oral/signed communication and evaluate spoken/signed texts

SAQA US ID	UNIT STANDARD TITLE	
119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	

SGB NAME	NSB 04	PROVIDER NAME
SGB GET/FET Language and Communication	Communication Studies and Language	

UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Communication Studies and Language	Language

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME 1

Respond critically yet sensitively as a listener/audience.

SPECIFIC OUTCOME 2

Analyse own responses to spoken/signed texts and adjust as required.

SPECIFIC OUTCOME 3

Use strategies to be an effective speaker/signer in sustained oral/signed interactions.

SPECIFIC OUTCOME 4

Evaluate spoken/signed discourse.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 14

Evaluate literary texts

SAQA US ID	UNIT STANDARD TITLE		
119470	Evaluate literary texts		
SGB NAME	**NSB 04**		**PROVIDER NAME**
SGB GET/FET Language and Communication	Communication Studies and Language		
UNIT STANDARD TYPE	**FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Communication Studies and Language		Language
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME   1

Use effective strategies to decode literary texts.

SPECIFIC OUTCOME   2

Analyse influences on responses.

SPECIFIC OUTCOME   3

Explore and evaluate genre differences.

SPECIFIC OUTCOME   4

Use analysis of literary texts in a wide variety of ways.

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 15

Make and motivate judgements on selected literary texts

SAQA US ID	UNIT STANDARD TITLE	
119461	Make and motivate judgements on selected literary texts	
SGB NAME	**NSB 04**	**PROVIDER NAME**
SGB GET/FET Language and Communication	Communication Studies and Language	
UNIT STANDARD TYPE	**FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**
Regular	Communication Studies and Language	Language
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME 1

Engage successfully with selected literary texts to discover meaning.

SPECIFIC OUTCOME 2

Explore and explain how certain features influence responses to literary texts.

SPECIFIC OUTCOME 3

Produce own texts in response to issues and ideas in literary texts.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 16

Read/view, analyse and respond to a variety of texts

SAQA US ID	UNIT STANDARD TITLE	
119469	Read/view, analyse and respond to a variety of texts	

SGB NAME	NSB 04	PROVIDER NAME
SGB GET/FET Language and Communication	Communication Studies and Language	

UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Communication Studies and Language	Language

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME   1

Critically analyse texts produced for a range of purposes, audiences and contexts.

SPECIFIC OUTCOME   2

Identify and explain the values, attitudes and assumptions in texts.

SPECIFIC OUTCOME   3

Evaluate the effects of content, language and style on readers'/viewers' responses in specific texts.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 17

Use language and communication in occupational learning programmes

SAQA US ID	UNIT STANDARD TITLE		
119471	Use language and communication in occupational learning programmes		
SGB NAME		**NSB 04**	**PROVIDER NAME**
SGB GET/FET Language and Communication		Communication Studies and Language	
UNIT STANDARD TYPE		**FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**
Regular		Communication Studies and Language	Language
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME 1

Access, use and manage suitable learning resources.

SPECIFIC OUTCOME 2

Formulate and use learning strategies.

SPECIFIC OUTCOME 3

Manage occupational learning materials.

SPECIFIC OUTCOME 4

Conduct research and analyse and present findings.

SPECIFIC OUTCOME 5

Lead and function in a team.

SPECIFIC OUTCOME 6

Reflect on how characteristics of the workplace and occupational context affect learning.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 18

Write/present/sign for a wide range of contexts

SAQA US ID	UNIT STANDARD TITLE		
119459	Write/present/sign for a wide range of contexts		
SGB NAME		**NSB 04**	**PROVIDER NAME**
SGB GET/FET Language and Communication		Communication Studies and Language	
UNIT STANDARD TYPE		**FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**
Regular		Communication Studies and Language	Language
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME 1

Write/sign effectively and creatively on a range of topics.

SPECIFIC OUTCOME 2

Choose language structures and features to suit communicative purposes.

SPECIFIC OUTCOME 3

Edit writing/signing for fluency and unity.

No. 358

15 April 2005

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Comment on the unit standards should reach SAQA at the address *below and no later than 13 May 2005.* All correspondence should be marked Standards Setting – SGB for **Government Communication and Information Systems** and addressed to

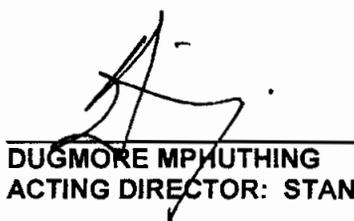| |
|---|
| The Director: Standards Setting and Development
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e-mail: ebrown@saqa.co.za |

DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 1

Develop and produce information products for government

SAQA US ID	UNIT STANDARD TITLE		
12157	Develop and produce information products for government		
SGB NAME	**NSB 04**		**PROVIDER NAME**
SGB Government Communication and Information Stms	Communication Studies and Language		
UNIT STANDARD TYPE	**FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Communication Studies and Language		Communication Studies
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	4	Level 6	Regular

SPECIFIC OUTCOME 1

Identify government information requirements.

SPECIFIC OUTCOME 2

Provide government information solutions.

SPECIFIC OUTCOME 3

Implement and follow up solutions.

No. 359 **15 April 2005**

Established in terms of Act 58 of 1995

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

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.

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The Director: Standards Setting and Development
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ebrown.@saqa.co.za

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 South African education management leadership context.

RECOGNIZE PREVIOUS LEARNING?

Y

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 ad 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), is 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

N/A

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

N/A

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.)