

MASTER OF EDUCATION – EDUCATIONAL LEADERSHIP, MANAGEMENT AND POLICY EDUCATION (NQF LEVEL 9)

PURPOSE OF THE QUALIFICATION

The purpose of this qualification is to train professionals who are seeking to broaden their knowledge in the field of Educational Leadership in order to manage public and private organisations. This qualification can be used to secure management cadre leadership positions within a variety of professional settings such as hospitals, government, private and community organisations. The Master of Education – Educational Leadership, Management and Policy programme is solidly anchored on the following:

- A work-based practical approach to facilitate integration of work-based learning and experience with theories of leadership and management
- Reflective practice including use of an electronic portfolio to facilitate self-assessment of practical leadership and management skills
- A constructivist approach to knowledge and learning that emphasises integration of skills, attitudes, knowledge and experience across courses, and collaboration within a community of learners

This qualification targets professionals such as school principals, vice principals, senior teachers, subject teachers, deans, department heads, team leaders and other educational professionals in public and private sectors. Candidates should have a minimum of two years of working experience in an educational institution; and must have been employed in – public and private education institutions.

Additional qualifications and work experience may be required from all candidates.

This qualification grants admission to a Doctor of Philosophy, Educational Leadership, Management and Policy programme or any other related PhD qualifications or any qualification at NQF Level 10.

OUTCOMES FOR THE WHOLE QUALIFICATION

Holders of this qualification are able to:

- Demonstrate evidence of advanced knowledge about a specialist field and demonstrate mastery of sophisticated theoretical subject matter;
- evaluate critically the findings and discussions in the literature, research, analyse and argue from evidence;
- Demonstrate ability to work independently and apply knowledge to new situations; and engage in rigorous intellectual analysis, criticism and problem-solving;
- Analyse effectively Education Management and Leadership role and critically evaluate the current thinking its application to the school system;
- Demonstrate in-depth knowledge and systematic understanding of Education Management and Leadership;
- Apply initiative, adaptability and professional responsibility in the workplace and rest of the school system;

- Originate the necessary skills required for life- long independent and devise a comprehensive range of learning resources and reflective learning (self-evaluation and problem solving); and
- Demonstrate the skills to manipulate complex data from a variety of sources, and use IT effectively in the analysis of the data to inform managerial and professional decisions.

ADMISSION REQUIREMENTS

To be registered for the Master in Education – Educational Leadership and Management programme, the candidate must have a Bachelor Honours Degree in Education or an equivalent. In keeping with the work-based approach to this qualification, new entrants:

- Must have a minimum of two years of working experience in an educational institution; and
- Must have been employed in an educational institution – public or private, the Ministry of Education. Proof of employment is required.

The above are essential requirements as the instructional design of the qualification and course assessments will be integrated with the work place experience and the equivalent will be determined by the IUM Senate.

QUALIFICATION DURATION

The Master in Education – Educational Leadership and Management is a two-year full time postgraduate study programme leading to NQF Level 9 qualification

The study period for the qualification is:

Full time mode - Minimum: 2 Years Maximum: 4 Years.

Contact hours will only be given over weekends and some of the public holidays.

The qualification comprises of a minimum of four (4) semesters, i.e. two (2) semesters per academic year. Semester 1 runs from January to June. Semester 2 runs from July to December.

COURSES

Course Title

- Organisational Behaviour in Teaching & Learning
- Leadership in Education
- Ethics in Educational Leadership and Practices
- Instructional Supervision for Educational Leaders
- Leading and Managing Human Relations in Education
- Law and Policy in Education
- Research Methodology
- Educational Statistics
- Digital-Age Leadership to enhance teaching and Learning
- Thesis

CREDIT TRANSFER

Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications.

Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.

To be awarded these credits, IUM will need to assess the courses or combination of courses as equivalent to IUM courses.

Courses awarded as credits need to have been studied within the past 5 years.

Generally, credit will be given if the courses were taken at an accredited institution of higher learning, the course was equivalent to courses offered at IUM, or compatible with Namibian Qualification Authority requirements.

Coursework will be evaluated for its current relevance and may not transfer if the material is outdated more than 5 years since the course was attended and examination sat and passed and/or the course was not passed at the first examination sitting.

Credits earned at an unaccredited college may not transfer unless the credit earned is equivalent to courses offered in degree qualification.

Credits earned at IUM are also transferable to other institutions of higher learning.

Acceptance of credits earned at other institutions is limited to 50% of the total credits required for an IUM qualification. No more than half the major area course requirements can be earned through transfer and/or exemption credit.

The IUM reserves the right to reject any or all credits from other institutions, regardless of their accreditation status, when it determines through investigation or otherwise that the quality of instruction at such institutions is for any reason deficient or unsatisfactory. The judgment of the IUM on this question shall be final.

The IUM reserves the right to disallow transfer credit for courses if the student's subsequent grades in required courses in the same subject fall below average.

ASSESSMENT AND EVALUATION

Assessment

Continuous Assessment (CA) attracts 40% of the final grade. This will come from the examinable activities such as written and/or oral tests and assignments (group and/or individual), and evaluations undertaken by the student during the study period.

Students must score at least 50% in each course/coursework to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

(a) Final Examinations

The final examination counts for 60% of the overall final mark. The final examination comes at the end of the course. Unless prescribed otherwise, the standard examinations will be of three hours duration. Examiners may, in addition to written examination, test any candidate orally.

(b) Supplementary Examinations

A student who fails a course with an overall mark of 40-49% is eligible to sit for a supplementary examination.

A student who fails the project with a mark of less than 50% will be allowed one opportunity to re-submit the project three months after the publication of results. A student who fails a course with an overall mark of 39% and below will be required to repeat the same course until the course is passed. A student may not proceed from one level to the next higher level carrying more than 50% of the courses or credits.

(c) Dissertation Writing

Taken in the last year of study, dissertation writing is meant to engage students in research with a faculty member designated by student and approved by the Postgraduate School in order to generate the research necessary to complete their Masters degree.

Each student must complete a 20 000 – 25 000 words dissertation. This project should involve original research on a topic related to the studied field. The dissertation will have a clearly defined problem statement, a review of the existing literature on the chosen topic, original evidence offered to support the dissertation, consideration of alternative rival hypothesis, and a conclusion with recommendations.

Upon completion of the research, the results are to be presented for oral defence before an examination panel. The students shall score a minimum of 50% in order to pass the dissertation.

TEACHING METHODS/STRATEGIES

Courses will be delivered using blended learning modalities, including lectures, online tutorials, advanced simulations, video and audio conferencing technologies. Learners must have access to a computer and the Internet. The teaching methods adapted for this programme are student-centred learning methods. Emphasis will be placed upon the need for a student to read and research extensively in each of the courses. Each student will be mentored to appreciate that one will be expected to be responsible for one's own learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process. Guided reading materials and research will support these endeavours.

ARTICULATION

The Master of Education – Educational Leadership, Management and Policy qualification grants admission to a Doctor of Philosophy in Education or any other related PhD qualifications or any qualification at NQF Level 10.