**Faculty of Education - Rhodes University**

## **Guidelines for *Ad Eundem Gradum* Application to Master of Education (2021)**

The applicant needs to motivate for admission to a Master's degree (at NQF Level 9) using the Level Descriptors template below, and a Portfolio of Evidence to demonstrate their prior learning or competence at Level 8 (the Honours).

**The electronic portfolio together with a completed template has to be submitted to the Registrar's Division (Registrar@ru.ac.za)**.

**A Portfolio of Evidence can include the following (not all of these may be applicable):**

* Motivation letter - Why you want to do a Masters in Education
* Comprehensive Curriculum Vitae (CV)
* At least three Reference Letters
* Optional concept document introducing the research you want to do (if you already have ideas in this regard) - this could demonstrate writing and conceptual skills, values, experience, and more
* Examples of work produced recently and over a period of time
* Examples of performance appraisals, key performance areas, terms of reference, job descriptions of positions held
* Records of any achievements (awards, accolades, other forms of recognition)
* Records of courses attended and courses offered
* Any academic transcripts and records

**NQF Level 8 Descriptors, Requirements and Evidence (Column 3 to be completed by applicant)**

The guidelines in the template below are aimed at assisting you to prepare a portfolio of evidence (PoV); they will also be used by the University to decide on the Recognition of Prior Learning (RPL). It is a template for providing evidence that demonstrate that you have developed Honours level competencies and would be able to undertake Masters level studies.

**The template:** The NQF level descriptor in the first column indicates what a scholar should be able to do at this level. The middle column expands on that and suggests possible examples. Use this information to collect examples of your own work for a portfolio of *evidence* that you meet these requirements. Indicate in the third column which documents in your PoE speak to these criteria, and how they do so. In addition to notes in this table, prepare a description of your portfolio of evidence. List each document or other item in the PoV, give a short description of what it is, and state clearly what your role in producing it was, or how else it may reflect on your abilities. You may provide this PoV Table as a separate document, or insert it below this table. Submit the two tables along with all your supporting documents (the PoV) electronically to the Registrar’s Division (Registrar@ru.ac.za).

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| **Descriptor and Detail** | **As required for admission to Master of Education programme** | **Applicant’s Summary of Evidence** |
| **1. Scope of knowledge**  Demonstrate knowledge of and engagement in an area at the forefront of a field, discipline or practice; an understanding of the theories, research methodologies, methods and techniques relevant to the field, discipline or practice; and an understanding of how to apply such knowledge in a particular context | The applicant demonstrates (for example):   * knowledge of, and engagement in, a specialism or sub-sector of education; * an introductory understanding of the theories, research methodologies, methods and techniques relevant to the chosen specialism or sub-sector of education.   (Here, scope and depth of understanding is in relation to the exit level outcomes of an Honours Degree or PG Diploma. As the applicant has not completed such a qualification, they need to demonstrate equivalent understanding and application of, for example, a theory that informs educational practice. Where Honours and PG Dip graduates would have conducted a small research project under supervision, the AEG applicant would need to demonstrate that they have sufficient knowledge and understanding of theory and methodology to apply it to a real project or context).   * an understanding of how to apply such knowledge in their particular educational context. |  |
| **2. Knowledge literacy**  Demonstrate an ability to interrogate multiple sources of knowledge in an area of specialisation and to evaluate knowledge and processes of knowledge production. | The applicant demonstrates (for example):   * the ability to identify a variety of information sources, judge which ones to use (show critical thinking), and put them together coherently in a product that makes sense to others.   The knowledge field must be related to education, or from related fields, for example, communications, curriculum development, project management, human resource development, school leadership and management, community development, or socio-ecological sciences |  |
| **3. Method and procedure**  Demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques to unfamiliar problems in a specialised field, discipline or practice) | The applicant demonstrates:   * familiarity with standard procedures for tackling social, educational, organisational or scientific research problems, with an emphasis on social science rather than purely technical approaches * the ability to apply and perhaps adapt these methods and procedures in practical situations * the ability to reflect on and evaluate what was done and lessons learned from which practice was adapted. * ability to document such procedures and adaptations |  |
| **4. Problem solving**  Demonstrate an ability to use a range of specialised skills to identify, analyse and address complex or abstract problems drawing systematically on the body of knowledge and methods appropriate to a field, discipline or practice) | The applicant demonstrates:   * Previous experience in identifying and analyzing complex or abstract problems in their educational context and/or practice. * The ability to draw systematically on established bodies of knowledge to address such problems. * Ability to draw on relevant policies, strategies, professional networks to inform and / or support problem-solving responses. |  |
| **5. Ethics and professional practice**  Demonstrate an ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to specific contexts | The applicant demonstrates:   * Ethical thinking related to own practice, to the field currently working in, and the field in which they want to specialize. * That conduct has met professional or workplace standards, and/or the approval of mentors or supervisors * Evidence of activities such as volunteering that reflect attempts to act on values |  |
| **6. Accessing, processing and managing information**  Demonstrate an ability to critically review information, gathering, evaluation and information management processes in specialised contexts in order to develop creative responses to problems and issues | The applicant demonstrates:   * Ability to access relevant information for a variety of education related purposes, e.g. putting resource materials together for training or teaching purposes. * Ability to critically assess information for its suitability for various purposes, and select appropriate content * Ability to process and manage information for educational, research, management and related purposes, * Ability to use information to solve problems, respond to issues and make use of opportunities in education related contexts |  |
| **7. Producing and communicating information**  Demonstrate an ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to the context | The applicant demonstrates:   * Evidence of presentations given or videos produced on topics related to education and the proposed area of study, to any of a variety of audiences, in particular those with a more scholarly or occupational interest * Evidence of writing done on topics related to education and the proposed area of study, such as reports, popular articles, academic or research articles, blogs, newsletters, web content and other communications related to relevant topics * Reflections on these and other communications demonstrating ability to interpret matters rigorously, analyse issues and propose solutions, as well as communicate them clearly |  |
| **8. Context and systems**  Demonstrate an ability to operate effectively within a system, or manage a system based on an understanding of the roles and relationships between elements within the system | The applicant demonstrates:   * Evidence of managing own and/or others’ work flows, projects, programmes effectively * Evidence of working in an organisation or collective, playing a role that contributes to the success of the organisation or collective * Evidence of understanding what that role is and how it contributes to the success of the whole |  |
| **9. Management of learning**  Demonstrate an ability to apply, in a self-critical manner, learning strategies which effectively address his or her professional and ongoing learning needs and the professional and ongoing learning needs of others. | The applicant demonstrates:   * Ability to recognize self-learning / development areas and enhance learning through a variety of methods (short courses, online learning, other professional development activities) * Ability to engage in self-directed learning. * Ability to work in a range of developmental contexts and enhance own learning and development. * Ability to bring learning back into the professional (education) environment and develop others as a result. |  |
| **10. Accountability**  Demonstrate an ability to take full responsibility for his or her work, decision-making and use of resources, and full accountability for the decisions and actions of others where appropriate. | The applicant demonstrates:   * Understanding of how professional practice within the school / organisation / programme contributes to its larger mandate. * Ability to work effectively with high levels of independence and integrity. |  |

Possible evidence could include, but is not limited to (these are suggestions to prompt your thinking):

* A research report, with some educational or related focus, authored or co-authored by the applicant. If co-authored, there should be evidence that the applicant played a substantial role in the research design, research process and reporting.
* A popular or journal article, individual or co-authored, that demonstrates knowledge and engagement of an educational area.
* Evidence that the applicant has presented at a field-specific conference or been invited to lead workshops, talks or seminars in which their expertise in an education related area is recognised.
* A reflective piece of writing that provides evidence of the above.
* Reference or testimonial from a senior colleague / manager that describes a role or situation in which the applicant identified, analysed and addressed a complex or abstract problem.
* A funding or project proposal
* Project or programme reports, funding reports
* A newspaper article or think piece, or presentation, representing the applicant’s own work in gathering and presenting information that others may have produced
* Designing and running a workshop or educational programme with clear educational thinking involved in its structuring, design, resourcing, and/or evaluation.

Extract from Rhodes 2021 Calendar, Page 49:

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Persons admitted to a qualification under this rule must have a minimum of a National Senior Certificate/matric or recognised equivalent. As the rule itself is for consideration in exceptional cases, the waiver of this minimum requirement will only be considered by Senate if a case is deemed extraordinary. Persons who have graduated at another university who demonstrate that they have met the exit level outcomes, or who are able to give a portfolio of satisfactory evidence that demonstrates informal learning and mastery of competencies at the exit level of the qualifications at the NQF level(s) required for admission to the degree may be admitted as students to courses of special study and research at the University, depending on their suitability for admission. Such persons may, on completion of such courses, be admitted to a degree of Master; provided that they before being so admitted:

49.1 have paid such fees as may be prescribed;

49.2 have completed the work for the degree, as a registered student of the University, for the prescribed period of the degree;

49.3 have attended at the University such courses as may be prescribed;

49.4 have undertaken research upon a subject approved by the Senate;

49.5 have presented a satisfactory report, dissertation or thesis upon the research undertaken; and

49.6 have complied with such further conditions as may be prescribed by the Senate. *A comprehensive table reflecting the exit level outcomes as approved by Senate must accompany the application and form part of the portfolio of evidence. The portfolio must include SAQA documents for the NQF levels missed.*