



Prospectus 2024



MANCOSA
Member of

HONORIS UNITED UNIVERSITIES

SCHOOL OF EDUCATION

Introducing MANCOSA & Honoris United Universities

Collaborative intelligence at the heart of our vision.

➤ Vision

Education for a better world for all.

➤ Mission

Impacting lives through innovative education.

In 2017, MANCOSA became a proud member of Honoris United Universities which is the first pan-African private higher education network committed to preparing and educating the next generation of african leaders and professionals who are able to impact regionally in a globalised world.

Collaborative intelligence, cultural agility and mobile mindsets and skills are at the heart of Honoris' vision of higher education. Honoris United Universities joins the expertise of its member institutions to create pan-regional profile graduates that are competitive in today's fast-paced and demanding labour markets.

Honoris United Universities gathers a community of 71000+ students on 70 campuses, in 10 countries and 32 cities across Africa. More than 420 degrees are offered in the fields of Health Science, Engineering, IT, Business, Law, Architecture, Arts and Design, Media, Education and Political Science.

MANCOSA is a private higher education institution committed to the provision of affordable, accessible and accredited learning programmes.

MANCOSA is a leading provider of business and management education programmes on the African continent and the Indian Ocean Islands through supported distance education.

MANCOSA is renowned for academic excellence and cutting-edge insights in the delivery of education and training. A strong emphasis is placed on the application of theory to practice ensuring that learning is applied to real-life work situations.

The emphasis is on personal development from both a professional and academic perspective. MANCOSA qualifications prepare students for a future filled with many challenges and exciting opportunities.



The MANCOSA Advantage

Flexibility

Studying through distance learning means that there is little disruption to your personal life and full-time work schedule. MANCOSA programmes enable students to be flexible in approaching their studies. Should your work require extensive travel and extended working hours, the MANCOSA distance learning programmes are ideally suited to meet your specific needs.

Affordability and Accessibility

MANCOSA is committed to providing affordable access to higher education through the provision of accredited and quality assured programmes.

Interactive Experience

A range of teaching methods as well as technological support is used, including webinars, online discussions, case studies and self-study exercises, aimed to enhance the student learning experience. All of these help to build skills and competencies which develop students' managerial capabilities.

Overall Experience

MANCOSA programmes are designed and structured to stimulate you intellectually. The rigour of the programmes and the effort required to complete these successfully will ensure that you acquire the knowledge, and abilities to face the challenges of the business world.

Why Choose MANCOSA?

01



MANCOSA provides high quality education

04



MANCOSA connects students to a global gateway of knowledge

02



MANCOSA develops competitive and career-centred skills

05



MANCOSA programmes are responsive to regional, national and international needs

03



MANCOSA provides an intellectually stimulating environment

Registration and Accreditation



Honoris United Universities (HUU);



Association of African Business Schools;



European Foundation for Management and Development (EFMD)



South African Business Schools Association (SABSA);



United Nations Academic Impact Initiative (UNAI).



National Association of Distance Education Organisations of South Africa (NADEOSA); and



Global Accreditation Center for Project Management Education Programs (GAC).

- MANCOSA is registered with the Department of Higher Education and Training (DHET), registration number 2000/HE07/003;
- MANCOSA programmes are accredited by the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE); and
- MANCOSA programmes are recorded on the National Qualifications Framework (NQF) by the South African Qualifications Authority (SAQA).

KEY FACTS

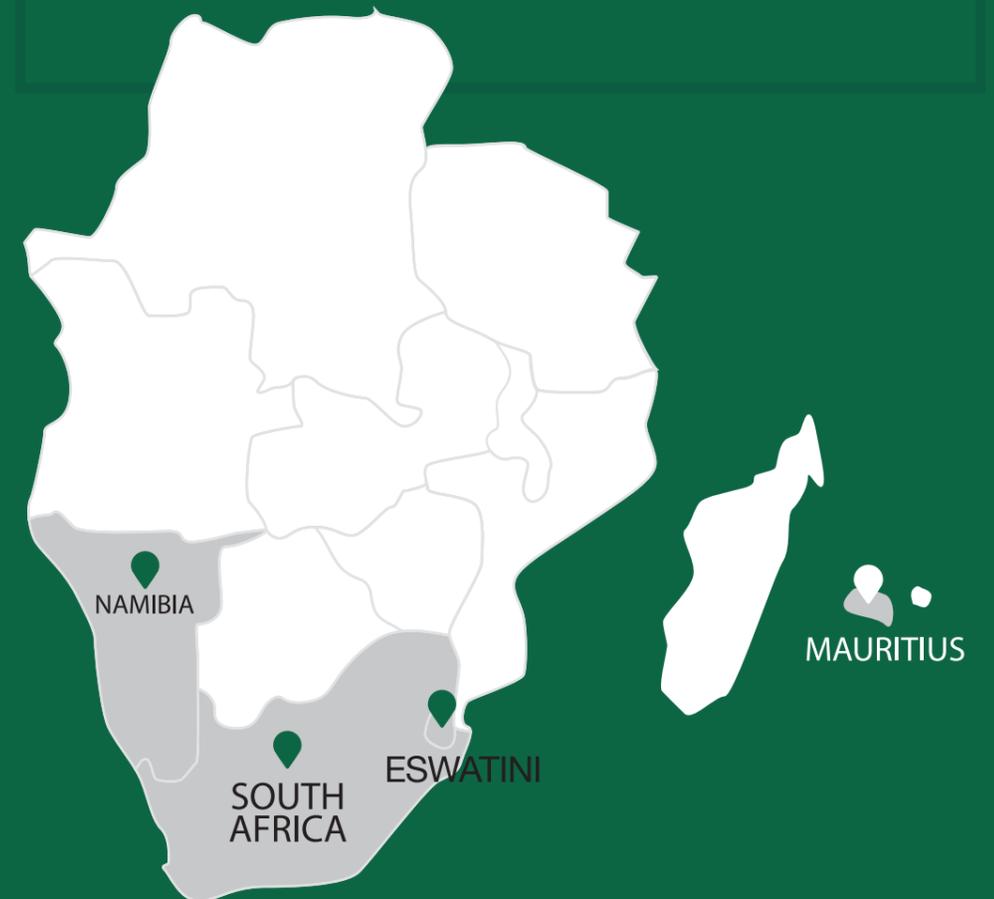


MANCOSA

A higher education initiative at international standards introduces the collaborative intelligence of African institutions for the first time in the region, thereby leveraging the knowledge and expertise of multiple communities and countries.

Our Learning Centres.

- Durban
- Pietermaritzburg
- Johannesburg
- Pretoria
- Polokwane
- Nelspruit
- Cape Town
- Gqeberha
- East London
- Namibia
- Eswatini
- Mauritius



95%



of students registered with MANCOSA due to our overall academic reputation.

92%



of students registered with MANCOSA due to the quality of our academic staff.

94%



of graduates felt that their qualifications made them more effective in their job.

Introducing the iTEACHlab

The vision of the iTEACHlab is to foster professional development, critical thinking skills, innovation and creativity of those specialising in the field of education.



The iTEACHlab serves as an innovative hub for educators in training qualified educators, those in school management, concerned community members, and those affiliated with MANCOSA's School of Education.

MANCOSA's School of Education has four broad objectives which it aims to achieve through the iTEACHlab, namely:

- Critical thinking
- Creativity
- Communication
- Collaboration

The MANCOSA iTEACHlab seeks to ensure that MANCOSA School of Education graduates are globally recognised for their professional skills, able to teach across diverse school contexts, be resourceful and able to utilise technology for teaching and learning.

In the 21st Century students require a learning environment which will enable them to develop such skills in conjunction with the development of other personal characteristics such as leadership, ethics and mindfulness. The iTEACHlab aims to go beyond marginal change towards a system of complete disruption in terms of the ways in which students learn different topics and skills outside of the traditional classroom.

The iTEACHlab aims to develop these four main objectives in students through a variety of different learning spaces otherwise known as "HUBS".



Why have an iTEACHlab?

Teacher Employability

In the design and setup of the iTEACHlab, we want to provide educators in training with the resources that will increase the demand for MANCOSA School of Education graduates internationally. In order to do so, we require resources that are on par with world renowned education facilities. By exposing our students to high tech equipment and programmes, we will in turn be producing educators who are prepared for the modern learner, and who will then reinforce technological development and forward thinking in African schools.

Educators Resourcefulness

Contemporary educator's need to ensure that lessons are carefully prepared and are at the appropriate cognitive level, taking into account the individual child in the classroom. The MANCOSA educator must understand that there is a new audience and that the education sector must adapt and adopt new models to cater to this audience's needs. The lab activities are designed to encourage pre-service educators to seek innovative and creative ways of developing teaching resources.

Changing Landscape of Learning and Teaching

The MANCOSA iTEACHlab visualises learning beyond the four walls of the classroom as it focuses on educational transformation from the traditional classroom environment. It conceptualises the abilities for change through the use of 21st century skills, technology and the implementation and design of modernised curricula that fosters the nuances amongst students. The iTEACHlab recognises that cognitive abilities on its own, are insufficient for impact on education, however, together with cutting edge technologies; the two are catalysts for innovation in education in the fourth industrial revolution (4IR).

Technology and Teaching

In their pursuit to keep up with the modern learner and to keep their interests and desires burning, teachers must implement technology in their classrooms. Students are able to actively participate and steer their own academic learning experiences via PowerPoint presentations, Google Classroom, Voice Thread, Cloud, or Moodle Glossary. The advancement and usage of technology in the classroom is of benefit because it changes the role of a learner from passive interaction to active participation. Students are no more just recipients of education and knowledge; they have become seekers, makers, and through active imagination, distributors. They need to be placed in a position where they are able to define their own goals, have an impact on design decisions, and even evaluate their own progress. This change has proven to have a positive impact on both their self-esteem and their motivation for the modern learner.



The Makerspace Hub



The Makerspace Hub provides a platform for educators and learners to be innovative and use their critical thinking skills to design solutions to real-life problems using 4IR technologies and recyclable materials.

The Culture Hub



The Culture Hub aims to recognise and celebrate culture diversity. It seeks to empower students to understand the beliefs, customs, religions and languages of diverse cultures in South Africa.

The Amphitheatre Hub



The Amphitheatre Hub aims to develop students' reading, writing, speaking and listening skills. The hub seeks to facilitate collaboration, inspire entrepreneurship and promote literacy at many levels.

The Robotics and Coding Hub



The Robotics and Coding Hub seeks to train students for the new robotics and coding curriculum in South Africa. It aims to build creative and innovative thinkers that can solve problems with ease.

iTEACHlab Hubs

Provide MANCOSA educator graduates with lifetime access to iTEACHlab facility and support:

- Provide educators, department officials, school administrators with an opportunity to upskill
- Present pre-service and in-service educators with technological resource to improve teaching and learning
- Encourage pre-service educators to seek innovative and creative ways of developing teaching resources
- Support all educators in their pursuit to make teaching and learning fun
- Offer in-service educators mentorship and professional support.

The Mathematics Hub



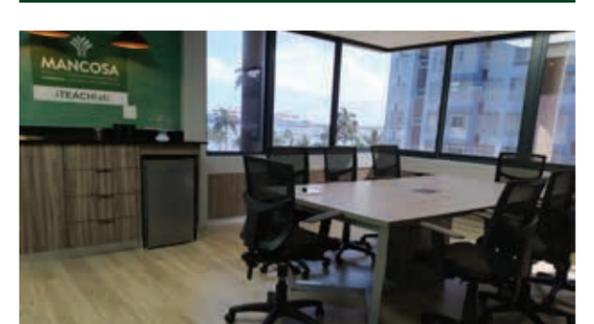
The Mathematics Hub aims to expose mathematics educators to 21st-century skills that conceptualise teaching methodologies through 4IR technology advances. It will enable students and educators with the tools to apply their mathematical knowledge to solve real-world problems.

The Science Hub



The Science Hub is a hi-tech lab that incorporates Biology, Chemistry and Physical Sciences. The science lab aims to engage educators in exciting Science, Technology, Engineering, Arts and Mathematics (STEAM) projects through discovery learning and inquiry-based dialogue.

The Leadership Hub



The Leadership Hub seeks to cultivate strong leadership and management skills through courses, masterclasses and bootcamps. This hub covers various aspects of school and higher education leadership and management concepts.



**BRAVE
THROUGH.**

NQF LEVEL 7 | SAQA ID 104802 | CREDITS 512

Bachelor of Education in Senior Phase (SP) and Further Education and Training (FET) Teaching

Programme Description

The Bachelor of Education (BEd) in Senior Phase (SP) and Further Education and Training (FET) Teaching is a 4-year professional qualification (NQF 7) designed to provide initial education and training to those aspiring to become educators. Students specialise in both Senior and FET phases of teaching – making them more competitive in the labour market. They will be required to choose subjects as their teaching specialisations. The programme includes a Work Integrated Learning (teaching practice) component which requires students to experience an authentic school setting in both Senior Phase and Further Education Training Phase. Work Integrated Learning will be based on observation, lesson planning and presentation and participation in the activities of a school calendar.

Who Should Apply?

- Prospective educators
- Those who desire a career path in education in both the Senior (Grade 7-9) and FET (Grade 10- 12) phase.

Articulation

Upon completion of the BEd (SP and FET) programme students can articulate onto the Bachelor of Education Honours in Educational Leadership and Management or the Postgraduate Diploma in Educational Management PGDEM. Applicants who have completed a Mathematics specialisation can articulate onto the Bachelor of Education Honours in Mathematics Education.

Career Opportunities

It is well known that South African trained educators enjoy global recognition, and there exists a continued worldwide demand for South African educators. The undergraduate degree prepares a student to become an Educator, Head of Department, School Manager, Department Official or Education Manager. This degree is an essential education qualification for those aspiring to teach in the South African public and private sector.



We encourage all prospective BEd students to visit the SACE website at: www.sace.org.za to familiarise with the requirements for SACE registration.



Work Integrated Learning (WIL) / Teaching Practice

This is a compulsory component which requires students to undertake teaching practice. Each teaching practice session takes place over four (4) consecutive weeks in each semester, starting in year two of the degree.

Students must attend schools within a hundred kilometre radius of the following MANCOSA learning centres: Durban, Johannesburg, Cape Town, Polokwane Pietermaritzburg, East London, Gqeberha and Pretoria. Open to SA Applicants only.

Admission Requirements

The minimum admission requirement is a National Senior Certificate (NSC), with a Bachelor's Pass or an NQF Level 4 National Certificate (vocational)-(NCV) with a Bachelor's Pass.

Applicants who do not have a Bachelor's pass/ endorsement can apply via mature age exemption, provided that they are above the age of 23.

Selection requirements:

- Applicants will be required to have a minimum of 50% in English Home Language; or 55% in English First Additional Language.

For isiZulu Specialisation:

- Applicants will be required to have a minimum of 50% in isiZulu Home Language; or 55% in isiZulu First Additional Language to specialise in isiZulu.

For Mathematics Specialisation:

- Applicants will be required to have a minimum of 50% in Mathematics; or 55% in Technical Mathematics to specialise in Mathematics. Mathematical Literacy will not be considered for a Mathematics specialisation.

Technology Support

MANCOSA students will have access to a highly sophisticated but user friendly Learning Management System - 'MANCOSACONnect'.

- Students will have access to email, telephone and chat facilities with academics.
- Webinar lectures will be available for further consolidation and support.

Student Support Services

Students will have access to:

- Dedicated student services consultants for queries.
- On-site, and telephonic counselling and personal well-being professional support.
- A range of specialist physical and virtual academic resource materials.

Mode of Delivery

This programme is offered through distance learning with online support.

Students are required to choose **TWO FET** electives and **ONE SP** elective which is determined by the first **FET** elective chosen.

Select electives from the table below:

CHOOSE TWO FET SPECIALISATIONS:	ONE SP SUBJECT TO BE DETERMINED BY FIRST FET ELECTIVE CHOSEN
• Accounting	• Economics and Management Sciences
• Business Studies	• Economics and Management Sciences
• Economics	• Economics and Management Sciences
• Mathematics	• Mathematics
• English	• English
• isiZulu	• isiZulu



Programme Structure

YEAR 1

SEMESTER ONE

Compulsory:

- Introduction to Education Studies 101
- South African School Education System 101

FET Subjects:

- Accounting FET 111
- Business Studies FET 121
- Economics FET 131
- Mathematics FET 141
- English FET 151
- isiZulu FET 161

SP Subjects: (1)

- Economic and Management Sciences SP 111
- Mathematics SP 121
- English SP 131
- isiZulu SP 141

SEMESTER TWO

Compulsory:

- isiZulu Conversational 102
- English Communication 102

Senior Phase Subjects:

- Economic and Management Sciences SP 112
- Mathematics SP 122
- English SP 132
- IsiZulu SP 142

YEAR 2

SEMESTER ONE

Compulsory:

- Education Studies 201: Teaching and Learning

FET Subjects:

- Accounting FET 211
- Business Studies FET 221
- Economics FET 231
- Mathematics FET 241
- English FET 251
- isiZulu FET 261

SEMESTER TWO

Compulsory:

- Education Studies 202: Sociology of Education
- Teaching Practice 202

FET Subject Method:

- Accounting Method FET 212
- Business Studies Method FET 222
- Economics Method FET 232
- Mathematics Method FET 242
- English Method FET 252
- IsiZulu Method FET 262

Senior Phase Subject Method:

- Economic and Management Sciences Method SP 212
- Mathematics Method SP 222
- English Method SP 232
- IsiZulu Method SP 242

YEAR 3

SEMESTER ONE

Compulsory:

- Education Studies 301: Psychology of Education

FET Subjects:

- Accounting FET 311
- Business Studies FET 321
- Economics FET 331
- Mathematics FET 341
- English FET 351
- isiZulu FET 361

Senior Phase Subject Method:

- Economics and Management Sciences Method SP 311
- Mathematics Method SP 321
- English Method SP 331
- isiZulu Method SP 341

SEMESTER TWO

Compulsory:

- Education Studies 302: Curriculum Studies
- Teaching Practice 302

FET Subject Method:

- Accounting Method FET 312
- Business Studies Method FET 322
- Economics Method FET 332
- Mathematics Method FET 342
- English Method FET 352
- IsiZulu Method FET 362

Senior Phase Subject:

- Economic and Management Sciences SP 312
- Mathematics SP 322
- English SP 332
- IsiZulu SP 342

YEAR 4

SEMESTER ONE

Compulsory:

- Researching Teaching and Learning 401

FET Subjects:

- Accounting FET 411
- Business Studies FET 421
- Economics FET 431
- Mathematics FET 441
- English FET 451
- isiZulu FET 461

SEMESTER TWO

Compulsory:

- Education Studies 402: Philosophy of Education

Senior Phase Subject Method:

- Economic and Management Sciences Method SP 412
- Mathematics Method SP 422
- English Method SP 432
- IsiZulu Method SP 442

FET Subject Method:

- Accounting Method FET 412
- Business Studies Method FET 422
- Economics Method FET 432
- Mathematics Method FET 442
- English Method FET 452
- IsiZulu Method FET 462

ANNUAL MODULE (SEMESTER ONE & TWO)

- Teaching Practice 400

NQF LEVEL 7 | SAQA ID 99337 | CREDITS 144

Postgraduate Certificate in Education in Further Education and Training Teaching

Programme Description

The Postgraduate Certificate in Education (PGCE) in Further Education and Training Teaching (FET) is an 18-month programme aimed at developing graduates who wish to teach within the FET phase (Grade 10-12) based on modules completed in the undergraduate qualification.

Teaching subject choices may be selected from a list of specialisations offered by MANCOSA. The Postgraduate Certificate in Education in Further Education and Training Teaching qualification aims to develop innovative educators who will meet the needs of a new generation of learners. The key to taking South Africa forward lies in educating the nation for tomorrow.

Who Should Apply?

- Relevant degree holders who want to complete a teaching qualification.
- Individuals who want to make a career change and become educators.
- Educators currently in employment without the necessary teaching qualification

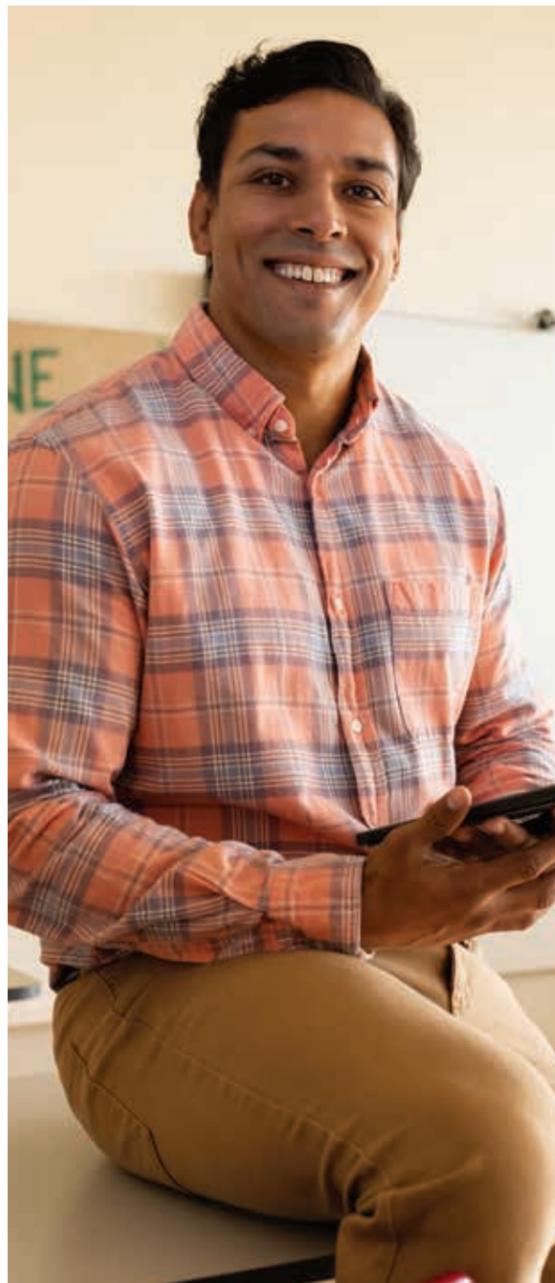
Articulation

Upon completion of the PGCE (FET) programme students can articulate onto the Bachelor of Education Honours in Educational Leadership and Management or the Postgraduate Diploma in Educational Management (PGDEM). Applicants who have completed a Mathematics specialisation can articulate onto the Bachelor of Education Honours in Mathematics Education.

Career Opportunities

On completion of the PGCE (Further Education and Training Teaching) programme, graduates can be employed at:

- Educational Institutions
- Private/Public Schools



We encourage all prospective PGCE students to visit the SACE website at: www.sace.org.za to familiarise with the requirements for SACE registration.



Mode of Delivery

This programme is offered through distance learning with online support.

Work Integrated Learning (WIL) / Teaching Practice

This is a compulsory component which requires the student to undertake Teaching Practice at a secondary school, over four (4) consecutive weeks in Semester 2 and four (4) consecutive weeks in Semester 3. Students must attend schools within a hundred kilometre radius of the following MANCOSA learning centres: Durban, Johannesburg, Cape Town, Polokwane Pietermaritzburg, East London, Gqeberha and Pretoria. Open to SA Applicants only.

Admission Requirements

The minimum admission requirement is an approved Bachelor's degree. The degree should include sufficient disciplinary knowledge in an area of teaching (Further Education and Training Teaching) specialisation to at least NQF level 7.

Programme Structure

OPTION 1

The student must choose TWO (2) specialisation areas. The two (2) specialisations must be subjects that are taught at school and the student must have completed the chosen subjects to at least NQF level 7 in the undergraduate degree.

OPTION 2

If a student only qualifies for ONE (1) elective, in a specialised area of study, two other modules have to be taken in order to satisfy the requirements of the programme:

- Educational Studies 102: Psychology of Education – Semester 2
 - Researching Teaching and Learning – Semester 3
- Option 2 is applicable to students with the following specialisations only: Accounting, Mathematics, Life Science, Physical Science and Geography.

Duration: 18 Months

Semester One

- English Communication and Academic Literacy 101
- Professional Studies and Professional Ethics 101
- Educational Studies: Curriculum, Teaching and Learning 101
- isiZulu Conversational 101 OR isiXhosa Conversational 101

Semester Two

- Educational Studies: Sociology and Philosophy 102
- Teaching Practice 102 (TP102)
- Educational Studies 102: Psychology of Education (Option 2)

Semester Three

- Teaching Practice 103 (TP103)
- Researching Teaching and Learning 103 (Option 2)

The following specialisation modules run annually over Semester 2 and Semester 3

- Teaching Specialisation Accounting 110
- Teaching Specialisation Business Studies 120
- Teaching Specialisation Economics 130
- Teaching Specialisation Mathematics 140
- Teaching Specialisation English 150
- Teaching Specialisation isiZulu 160
- Teaching Specialisation Afrikaans 170
- Teaching Specialisation Life Science 180
- Teaching Specialisation Physical Science 190
- Teaching Specialisation Geography 1100

NQF LEVEL 8 | SAQA ID 36065 | CREDITS 120

Postgraduate Diploma in Educational Management



Programme Description

Effective leaders and education managers must find new ways to address regulatory, leadership and management challenges to embrace opportunities in the educational environment.

Educational complexities have coalesced to push for knowledge and skills transformation to bring about change in technology, human resources, innovation, educator qualities and accountability initiatives.

The Postgraduate Diploma in Educational Management is a one-year specialised programme designed to meet the needs of educational managers in this climate of change. It incorporates the latest strategic thinking in educational leadership and management.

The programme develops communication, interpersonal and management skills in a way that enables educators to draw from both theory and practice of management.

Who Should Apply?

- Newly appointed Principals interested in personal capacity development in the GET, FET and ABET sectors.
- Education sector officials responsible for education management and administration.
- Subject Advisors.
- Educational Curriculum designers and developers.
- Persons with an initial teacher education qualification looking to further their studies.



Admission Requirements

The minimum admission requirement is an appropriate NQF level 7 qualification.

Career Opportunities

On completion of the programme, graduates can aspire to the following positions:

- School Principal
- Deputy Principal
- School Head of Department (HOD)
- Managers/Officials in the Education Sector.

Mode of Delivery

This programme is offered through distance learning with online support and is currently only offered in South Africa.

Articulation

Applicants who have successfully completed the Postgraduate Diploma in Educational Management can articulate onto a Master of Education in Educational Leadership and Management programme provided that they complete a 30-credit research module for Non-Degree Purposes before articulating.

Programme Structure

All students must complete three core modules in semester 1. In semester 2, they must complete two core modules and one elective.

Duration: 1 Year

Semester One

- Contemporary Educational Management
- Educational Leadership
- Research in Education

Semester Two

- Governance in Education
- Financial Management in Education

Elective:

Choose ONE of the following electives

- Curriculum Design and Development
- History and Theoretical Frameworks in Education
- Comparative and International Education

NQF LEVEL 8 | SAQA ID 109567 | CREDITS 120

Bachelor of Education Honours in Educational Leadership and Management



Programme Description

The Bachelor of Education Honours (BEdHons) in Educational Leadership and Management is a one-year programme with modules covered over two semesters. The programme aims to empower current and future leaders and management at schools to provide quality education. The programme includes theoretical engagements in educational leadership and management to provide students with an in-depth knowledge base to identify potential areas of educational research.

Admission Requirements

The minimum admission requirements are one of the following:

- 4 Year professional teaching degree;
- Appropriate Bachelors degree and recognised professional teaching qualification;
- 4 year professional teaching qualification and Advanced Diploma in a cognate sub-field of Education.

Applicants who do not meet the minimum requirements as outlined above, but have demonstrable equivalent knowledge and skills acquired through work or other life experiences, may apply for alternative access by proving competency through a formal Recognition of Prior Learning (RPL) process in order to be admitted onto the programme. To be considered via RPL, applicants should be above the age of 30 years. For further information on this alternative route, please contact a student advisor.

All applicants with an international qualification will be considered in accordance with MANCOSA's institutional rules.



Who Should Apply?

- Students who have a minimum of a four year teaching degree.
- Students with an appropriate degree and a professional teaching qualification

Career Opportunities

On completion of the programme, graduates can aspire to be employed in Leadership and Management positions at:

- Public Schools
- Private Schools
- Department of Basic and Higher Education.

Mode of Delivery

This programme is offered through distance learning with online support and is currently only offered in South Africa.

Articulation

Applicants who have successfully completed the Bachelor of Education Honours in Educational Leadership and Management can enrol onto the Master of Education in Educational Leadership and Management, Master of Business Administration or Master of Public Administration.

Programme Structure

All students must complete the three modules in semester 1, as listed to the right. In semester 2 they must complete one elective module and research report.

Duration: 1 Year

Semester One

- Academic Literacy, Educational Research and Research Methodology
- Theories, Models and Practices of Educational Leadership
- Theories, Models and Practices of Educational Management

Semester Two

- Research Report

Elective:

Choose **ONE** of the following electives

- Leading and Managing School Education
- Leading and Managing Higher Education

NQF LEVEL 8 | SAQA ID 120520 | CREDITS 120

Bachelor of Education Honours in Mathematics Education



Programme Description

The Bachelor of Education Honours in Mathematics Education will prepare students to keep up with current trends in Mathematics education in order to enhance teaching and learning towards a Science, Technology, Engineering, Arts and Mathematics (STEAM) education that meet the global as well as the country's demands for economic success. Students in this programme will develop skills in research-based postgraduate studies in Mathematics education. The programme serves to instil knowledge of theories and literature that provides a knowledge base into current issues and dilemmas of modern-day Mathematics education.

Who Should Apply?

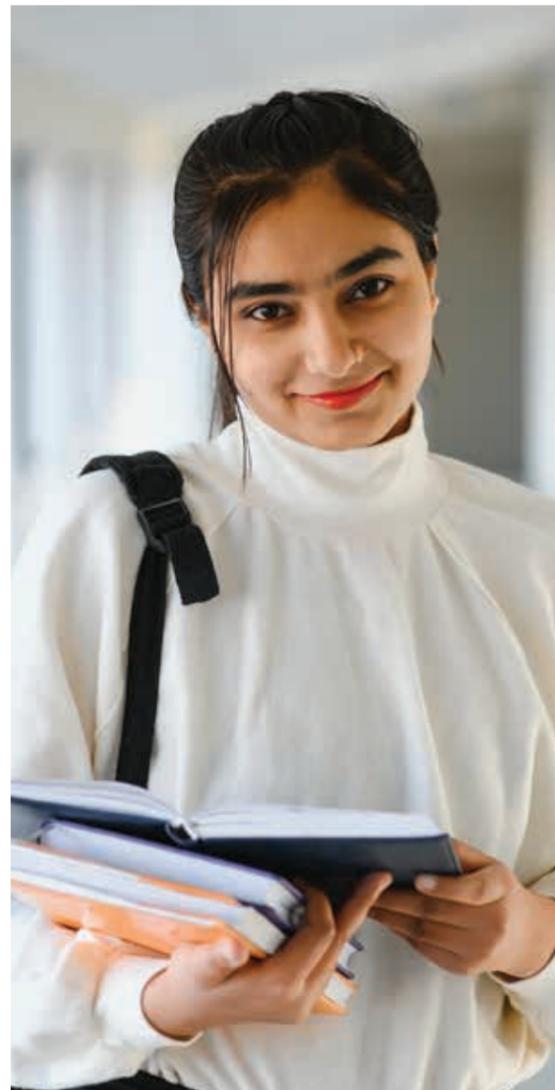
- Students who have a minimum of a four year teaching degree specialising in Mathematics.
- Students with an appropriate degree and a professional teaching qualification in specialising Mathematics.

Mode of Delivery

This programme is offered through distance learning with online support and is currently only offered in South Africa.

Articulation

Applicants who have successfully completed the Bachelor of Education Honours in Mathematics Education can enrol onto the Master of Education in Educational Leadership and Management, Master of Business Administration or Master of Public Administration.



Career Opportunities

On completion of the programme, graduates can aspire to be employed in Leadership and Management positions at:

- Public Schools, especially STEAM schools that advance Mathematics education
- Private Schools, especially STEAM schools that advance Mathematics education
- Department of Basic and Higher Education.

Admission Requirements

The minimum admission requirements are one of the following:

- 4 Year professional teaching degree or composite degree with a Mathematics specialisation.
- Appropriate Bachelors Degree and recognised teaching qualification with a Mathematics specialisation.
- 4 Year professional teaching qualification and Advanced Diploma in a cognate sub-field of Education.

An average of 55% in previous NQF 7 qualification and a minimum of 50% for all Mathematics modules in the final year of Mathematics specialisation.

Applicants who do not meet the minimum requirements as outlined above, but have demonstrable equivalent knowledge and skills acquired through work or other life experiences, may apply for alternative access by proving competency through a formal Recognition of Prior Learning (RPL) process in order to be admitted onto the programme. To be considered via RPL, applicants should be above the age of 30 years. For further information on this alternative route, please contact a student advisor.

All applicants with an international qualification will be considered in accordance with MANCOSA's institutional rules.

Programme Structure

All students must complete four core modules in semester 1, as listed below. In semester 2 they must complete two core modules and a research report.

Duration: 1 Year

Semester One

- Mathematics Theories for Teaching and Learning
- Contemporary Trends in Researching Mathematics Education
- Decolonising Mathematics Education
- Fourth Industrial Revolution Influences on Mathematics Education

Semester Two

- Mathematics and Mathematical Literacy Education
- Assessment Trends in Mathematics Education
- Research Report

NQF LEVEL 9 | SAQA ID 112186 | CREDITS 180

Master of Education in Educational Leadership and Management

Programme Description

The Master of Education in Educational Leadership and Management prepares researchers who would be able to contribute to knowledge in the field of educational leadership and management of professional practice. This programme further develops students capacity and capabilities in dealing with complex issues in educational leadership and management. The Master of Education in Educational Leadership and Management will empower students with professional skills and research knowledge required for school leadership.

Who Should Apply?

- Students who have successfully completed the Bachelor of Education Honours in Educational Leadership and Management.
- Students who have completed a cognate Honours degree.
- Students who have completed a Postgraduate Diploma in a cognate field of specialisation with a 30 credit research component

Mode of Delivery

This programme is offered through distance learning with online support and is currently only offered in South Africa.

Articulation

Applicants who successfully complete the Master of Education in Educational Leadership and Management can enrol onto the Doctor of Business Administration.



Career Opportunities

On completion of the programme, graduates can aspire to be employed in a leadership and management position such as:

- Head of Department
- Principal/Deputy Principal
- Administration Positions.

Admission Requirements

The admission requirements for the Master of Education in Educational Leadership and Management are one of the following:

- A Bachelor of Education Honours degree;
- An appropriate 480-credit NQF level 8 professional Bachelors degree;
- An appropriate Honours degree;
- An appropriate Postgraduate Diploma which incorporates a research component which carries a minimum of a 30-point credit rating.

Applicants who do not meet the minimum requirements as outlined above, but have demonstrable equivalent knowledge and skills acquired through work or other life experiences, may apply for alternative access by proving competency through a formal Recognition of Prior Learning (RPL) process in order to be admitted onto the programme. To be considered via RPL, applicants should be above the age of 30 years. For further information on this alternative route, please contact a student advisor.

Programme Structure

All students must complete 2 modules in semester 1 and 2 modules in semester 2. In year 2, semester 1, the students conduct a mini dissertation.

Duration: 18 Months

Semester One

- Theoretical and Conceptual Frameworks in Educational Leadership and Management
- Educational Leadership and Management: Past Practices, Current Trends and Emerging Debates

Semester Two

- Research Methods in Education
- Management of Technology in Education

Semester Three

- Dissertation: Education

DURBAN

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PRETORIA

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POLOKWANE

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NELSPRUIT

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