



## School of Education Prospectus



School of  
Education

➔ **Vision**  
Education for a  
better world for all.

➔ **Mission**  
Impacting lives through  
innovative education.



**Collaborative  
intelligence  
at the heart  
of our vision.**

## Honoris United Universities

In 2017, MANCOSA became a proud member of Honoris United Universities which is the first Pan-African private higher education network committed to transforming lives through globally benchmarked education that is aligned to industry, rendering MANCOSA graduates highly employable.

Collaborative intelligence, cultural agility, and mobile mindsets and skills are at the heart of Honoris' vision of higher education.

**HONORIS**  
UNITED UNIVERSITIES

Honoris United Universities joins the expertise of its member institutions to create pan-regional profile graduates who are competitive in today's fast-paced, demanding labour markets. Honoris United Universities gathers a community of 115,000+ students on 76 campuses, in 10 countries and 26 cities across Africa. More than 520+ degrees are offered in the fields of Architecture, Arts and Design, Business, Creative Arts, Education, Engineering, Fashion Design, Health Science, IT, Law, Media, Medicine, and Political Science.

MANCOSA is a private higher education institution committed to the provision of affordable, accessible, and accredited learning programmes. MANCOSA offers 65 higher education programmes, with 41 undergraduate programmes and 24 postgraduate.

MANCOSA is a leading provider of distance and online education, and this mode of learning allows students to progress their working careers whilst advancing their education.

MANCOSA is renowned for ensuring graduate success beyond the world of learning into the world of work by ensuring our education is aligned to industry expectations and the development of responsible citizens for a better world for all.



# The MANCOSA Advantage

## Flexibility

Studying through distance learning means minimal 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.

## Interactive Experience

A range of teaching methods, complemented by technological support, is used, including webinars, online discussions, case studies and self-study exercises. This professional approach is aimed at enhancing the student learning experience. All of these tools assist in building skills and competencies which develop students' managerial capabilities.

## Affordability and Accessibility

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.

## Overall Experience

MANCOSA programmes are designed to stimulate and develop intellectual thought and engagement. Business acumen skills are readily sought after in the business world that will evolve through the use of tools and pertinent academic literature available in the programme.

# Why Choose MANCOSA?



**01 - MANCOSA**  
provides high quality education



**03 - MANCOSA**  
provides an intellectually stimulating environment



**02 - MANCOSA**  
develops competitive and career centred skills



**04 - MANCOSA**  
connects students to a global gateway of knowledge



**05 - MANCOSA**  
programmes are responsive to regional, national and international needs



**Educating the next generation of African leaders and professionals.**



## Registration and Accreditation



Financial Sector  
Conduct Authority



South African  
Institute of  
Taxation



Association of African  
Business Schools



European Foundation  
for Management and  
Development (EFMD)



South African Business  
Schools Association  
(SABSA)



The Institute of Risk  
Management  
South Africa



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).



### Our Learning Centres

- Durban
- Johannesburg
- Pretoria
- Polokwane
- Mbombela
- Cape Town
- Gqeberha
- East London
- Namibia

# 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 teachers in training, qualified teachers, 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, are able to teach across diverse school contexts, are resourceful, and can utilise technology for teaching and learning.

In the 21st century, students require a learning environment that will enable them to develop such skills in conjunction with developing other personal characteristics such as leadership, ethics and mindfulness that enable trust-based relationships.

The iTEACHlab aims to go beyond marginal change towards a system of complete disruption in terms of how students learn different topics and skills outside the traditional classroom. The iTEACHlab aims to develop these four main objectives in students through various learning spaces otherwise known as "HUBS".

## Why have an iTEACHlab?

### Teacher Employability

In the design and setup of the iTEACHlab, we aim to provide 'teachers in training' with the resources that will increase the international demand for MANCOSA School of Education graduates. To fulfil our mission, 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 teachers who are prepared for the modern learner, and who will then reinforce technological development and forward-thinking in African schools.

### Educators Resourcefulness

Contemporary educators 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, before undertaking real-world teaching, 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 foster nuances amongst students. The iTEACHlab recognises that cognitive abilities singularly are insufficient to impact 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 of keeping up with the modern learner and retaining their interests and desires, teachers should implement technology in their classrooms. Students can actively participate and steer their academic learning experiences via PowerPoint presentations, Google Classroom, Voice Thread, Cloud, or Moodle Glossary. The advancement and usage of technology in the classroom are beneficial because they alter the behaviour of a learner from passive interaction to active participation. Students are no longer just recipients of education and knowledge; they have become seekers, creators of knowledge, and through active imagination, distributors. They need to be placed in positions where they can define their own goals, impact design decisions, and even evaluate progress. This change has proven to have positive impacts on the self-esteem and motivations of modern learners.





### The Science Hub

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



### The Mathematics Hub

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

## iTEACHlab Hubs

**The MANCOSA TEACHlab (a STEAM lab) seeks to ensure that MANCOSA teacher graduates are recognised for their professional skills, can teach across diverse school contexts, be resourceful, and utilise technology in teaching and learning. In the 21st century, students require a learning environment that enables them to develop employability skills in conjunction with developing more personal characteristics such as leadership, ethics and mindfulness.**

- To develop 21st century employability skills among students.
- To encourage teachers to embrace 21st century technology in teaching.
- To prepare stakeholders for the changing landscape of teaching and learning.
- To foster teacher resourcefulness.
- To understand individual educational needs.



### 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 Leadership Hub

**The Leadership Hub** seeks to cultivate strong leadership and management skills through courses, master classes and boot camps. This hub covers various aspects of school and higher education leadership and management concepts.



Available in: Durban, Johannesburg and Cape Town

### The Robotics and Coding Hub

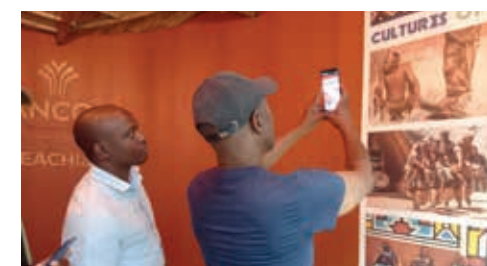
**The Robotics and Coding Hub** seeks to train students for the new robotics and coding curriculum in South Africa. It aims to build creative and innovative thinkers that can solve problems with ease.



Available in: Durban, Johannesburg and Cape Town

### The Makerspace Hub

**The Makerspace Hub** provides a platform for teachers 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.



# YOUR FUTURE AWAITS

# BRAVE THROUGH

*It's your legacy*

Please be aware that a valid Police Clearance Certificate (PCC) is essential for your future employability as a teacher in South Africa (you are advised to contact your nearest police station to obtain the PCC). Without a PCC, you may not be eligible for employment in the schooling sector. Additionally, the teaching profession requires two other critical security clearances:

1. Sexual Offenders Registry Clearance
2. Child Protection Registry Check

Please ensure you maintain these clearances throughout your studies. These security approvals emphasise the importance of upholding good character, protecting the integrity of the education sector, and ensuring the safety of learners.

## JADE WEAICH

Team Leader





# Higher Certificate in Robotics and Coding in Education

## ➔ Programme Description

The Higher Certificate in Robotics and Coding in Education programme provides a structured and comprehensive curriculum, equipping students with the essential skills and knowledge required to excel in the teaching of robotics and coding in education. The programme aims to develop competent professionals who can help bridge the skills gap in the field of robotics and coding in education. In addition, students will learn how to incorporate critical thinking and problem-solving into their instructional materials, using technology tools and practices to enhance learning. The Higher Certificate in Robotics and Coding in Education programme enables students to stay updated with the latest advancements in technology, fostering a culture of lifelong learning. Furthermore, the Higher Certificate in Robotics and Coding in Education programme serves as a crucial steppingstone for those looking to pursue higher degrees or specialisation in educational technology, facilitating a seamless transition into more advanced educational programmes. In essence, the Higher Certificate in Robotics and Coding in Education programme acts as a valuable credential that not only enhances employability but also nurtures a deep understanding of cutting-edge technologies. It should be noted that this certificate is not an initial teacher qualification. As such the Higher Certificate in Robotics and Coding in Education qualification alone does not authorise graduates to teach unless they already hold a recognised teaching qualification.

## ➔ Admission Requirements

To be considered for admission to MANCOSA's Higher Certificate in Robotics and Coding in Education programmes, any one of the following qualifications apply:

- A National Senior Certificate (NSC) or an NQF Level 4 National Certificate (Vocational) – (NCV) with an endorsement for entry into a Higher Certificate, Diploma or Bachelor's study programme; or
- General Education Diploma (GED); or



➔ NQF LEVEL 5 | SAQA ID 124771 | CREDITS 120

- An equivalent accredited NQF level 4 (120 credits) qualification; or
- A National Vocational Certificate level 4 qualification with a 50% pass in English
- International General Certificate of Secondary Education (IGCSE) (Provided that the applicant is above the age of 23 with five subjects with pass marks between A-C)

To be considered via RPL applicants should be above the age of 23. 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?

- Inservice teachers who wish to upskill their existing teaching qualifications.
- Persons working in other sectors who wish to change their career paths and move to the field of IT.
- Persons currently employed in the field of IT who wish to better qualify themselves to advance their careers.

## ➔ Mode of Delivery

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

## ➔ Articulation

Completion of the Higher Certificate meets the minimum entry requirement for admission to an appropriate Advanced Certificate. A Higher Certificate may also enable access to an appropriate Bachelor's degree.

## ➔ Career Opportunities

Upon Completion graduates will attain jobs in the below listed career pathways:

- Robotics and Coding Subject Matter Specialist
- Robotics and Coding Consultant
- Robotics and Coding Facilitator
- Information Technology Administrator

## ➔ Programme Structure

### Duration: 1 Year

- Pattern Recognition and Problem Solving in Robotics
- English Literacy
- Teaching Methodologies for Robotics and Coding
- Robotic Skills
- Internet and e- Communication Skills for Robotics and Coding
- Application Skills in Robotics and Coding Environments
- Algorithms and Coding
- Inclusive Education with Assistive Technology



# 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 four-year professional qualification (NQF 7) designed to provide initial education and training to those aspiring to become teachers. Students specialise in both the 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 the Senior Phase and the Further Education Training Phase. The Work Integrated Learning module will be based on observation, lesson planning and presentation, and participation in the activities of a school calendar.

## → Articulation

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

## → Career Opportunities

It is well known that South African-trained teachers enjoy global recognition and there exists a continued worldwide demand for South African teachers. 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.



→ NQF LEVEL 7 | SAQA ID 104802 | CREDITS 512

## Who Should Apply?

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

## 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 during months of May and August in each semester, starting in year two for the degree. Students must attend schools within a 150KM radius of the following MANCOSA learning centres: Durban, Johannesburg, Cape Town, Polokwane, East London, Gqeberha and Pretoria. Open to SA Applicants only.

We encourage all prospective BEd students to visit the SACE website at: [www.sace.org.za](http://www.sace.org.za) to familiarise with the requirements for SACE registration.

## → 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.
- Should an applicant not meet the English requirement stated above, an English Literacy 150 hour non-degree purpose module on the MANCOSA SkillMe site may be completed before applying for the Bachelor of Education programme.

### 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.

### For English Specialisation:

- Applicants will be required to have a minimum of 50% in English Home Language; or 55% in English First. Additional Language to specialise in English. Applicants having completed the English Literacy module will not be able to specialise in English.

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 23 years. For further information on this alternative route, please contact a student advisor.

## → 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 and is currently only offered in South Africa.



➔ 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

<div><div>YEAR 1</div><div><div>SEMESTER ONE</div><div><div>Compulsory:</div><div><ul style="list-style-type: none"><li>• Introduction to Education Studies 101</li><li>• South African School Education System 101</li></ul></div><div><div>FET Subjects:</div><div><ul style="list-style-type: none"><li>• Accounting FET 111</li><li>• Business Studies FET 121</li><li>• Economics FET 131</li><li>• Mathematics FET 141</li><li>• English FET 151</li><li>• isiZulu FET 161</li></ul></div><div><div>SP Subjects: (1)</div><div><ul style="list-style-type: none"><li>• Economic and Management Sciences SP 111</li><li>• Mathematics SP 121</li><li>• English SP 131</li><li>• isiZulu SP 141</li></ul></div></div><div><div>SEMESTER TWO</div><div><div>Compulsory:</div><div><ul style="list-style-type: none"><li>• isiZulu Conversational 102</li><li>• English Communication 102</li></ul></div><div><div>Senior Phase Subjects:</div><div><ul style="list-style-type: none"><li>• Economic and Management Sciences SP 112</li><li>• Mathematics SP 122</li><li>• English SP 132</li><li>• IsiZulu SP 142</li></ul></div></div></div></div></div><div><div>YEAR 2</div><div><div>SEMESTER ONE</div><div><div>Compulsory:</div><div><ul style="list-style-type: none"><li>• Education Studies 201: Teaching and Learning</li></ul></div><div><div>FET Subjects:</div><div><ul style="list-style-type: none"><li>• Accounting FET 211</li><li>• Business Studies FET 221</li><li>• Economics FET 231</li><li>• Mathematics FET 241</li><li>• English FET 251</li><li>• isiZulu FET 261</li></ul></div></div><div><div>SEMESTER TWO</div><div><div>Compulsory:</div><div><ul style="list-style-type: none"><li>• Education Studies 202: Sociology of Education</li><li>• Teaching Practice 202</li></ul></div><div><div>FET Subject Method:</div><div><ul style="list-style-type: none"><li>• Accounting Method FET 212</li><li>• Business Studies Method FET 222</li><li>• Economics Method FET 232</li><li>• Mathematics Method FET 242</li><li>• English Method FET 252</li><li>• IsiZulu Method FET 262</li></ul></div><div><div>Senior Phase Subject Method:</div><div><ul style="list-style-type: none"><li>• Economic and Management Sciences Method SP 212</li><li>• Mathematics Method SP 222</li><li>• English Method SP 232</li><li>• IsiZulu Method SP 242</li></ul></div></div></div></div></div></div></div></div></div></div></div>
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<div><div>YEAR 3</div><div><div>SEMESTER ONE</div><div><div>Compulsory:</div><div><ul style="list-style-type: none"><li>• Education Studies 301: Psychology of Education</li></ul></div><div><div>FET Subjects:</div><div><ul style="list-style-type: none"><li>• Accounting FET 311</li><li>• Business Studies FET 321</li><li>• Economics FET 331</li><li>• Mathematics FET 341</li><li>• English FET 351</li><li>• isiZulu FET 361</li></ul></div><div><div>Senior Phase Subject Method:</div><div><ul style="list-style-type: none"><li>• Economics and Management Sciences Method SP 311</li><li>• Mathematics Method SP 321</li><li>• English Method SP 331</li><li>• isiZulu Method SP 341</li></ul></div></div><div><div>SEMESTER TWO</div><div><div>Compulsory:</div><div><ul style="list-style-type: none"><li>• Education Studies 302: Curriculum Studies</li><li>• Teaching Practice 302</li></ul></div><div><div>FET Subject Method:</div><div><ul style="list-style-type: none"><li>• Accounting Method FET 312</li><li>• Business Studies Method FET 322</li><li>• Economics Method FET 332</li><li>• Mathematics Method FET 342</li><li>• English Method FET 352</li><li>• IsiZulu Method FET 362</li></ul></div><div><div>Senior Phase Subject:</div><div><ul style="list-style-type: none"><li>• Economic and Management Sciences SP 312</li><li>• Mathematics SP 322</li><li>• English SP 332</li><li>• IsiZulu SP 342</li></ul></div></div></div></div></div><div><div>YEAR 4</div><div><div>SEMESTER ONE</div><div><div>Compulsory:</div><div><ul style="list-style-type: none"><li>• Researching Teaching and Learning 401</li></ul></div><div><div>FET Subjects:</div><div><ul style="list-style-type: none"><li>• Accounting FET 411</li><li>• Business Studies FET 421</li><li>• Economics FET 431</li><li>• Mathematics FET 441</li><li>• English FET 451</li><li>• isiZulu FET 461</li></ul></div></div><div><div>SEMESTER TWO</div><div><div>Compulsory:</div><div><ul style="list-style-type: none"><li>• Education Studies 402: Philosophy of Education</li></ul></div><div><div>Senior Phase Subject Method:</div><div><ul style="list-style-type: none"><li>• Economic and Management Sciences Method SP 412</li><li>• Mathematics Method SP 422</li><li>• English Method SP 432</li><li>• IsiZulu Method SP 442</li></ul></div><div><div>FET Subject Method:</div><div><ul style="list-style-type: none"><li>• Accounting Method FET 412</li><li>• Business Studies Method FET 422</li><li>• Economics Method FET 432</li><li>• Mathematics Method FET 442</li><li>• English Method FET 452</li><li>• IsiZulu Method FET 462</li></ul></div><div><div>ANNUAL MODULE (SEMESTER ONE &amp; TWO)</div><div><ul style="list-style-type: none"><li>• Teaching Practice 400</li></ul></div></div></div></div></div></div></div></div></div></div></div></div></div>
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# 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 teachers 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.

## ➔ Articulation

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

## ➔ Who Should Apply?

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

## ➔ Career Opportunities

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

- Educational Institutions
- Private/Public Schools

## ➔ Mode of Delivery

This programme is offered through distance learning with online support.



➔ NQF LEVEL 7 | SAQA ID 99337 | CREDITS 144

## Admission Requirements

- The minimum admission requirement is an appropriate Bachelor's Degree at NQF 7 or a National Diploma in Accounting at NQF 6 or a National Diploma in Engineering at NQF 6.
- The qualification should include sufficient disciplinary knowledge in an area of teaching specialization (in the Further Education and Training Teaching phase) up to the final year of the qualification.

For International applications, a SAQA evaluation is required for all post-school leaving qualifications.

## 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 during the months of May and August. Students must attend schools within a 150KM radius of the following MANCOSA learning centres: Durban, Johannesburg, Cape Town, Polokwane, East London, Gqeberha and Pretoria. Open to SA Applicants only.

*We encourage all prospective PGCE students to visit the SACE website at: [www.sace.org.za](http://www.sace.org.za) to familiarise with the requirements for SACE registration.*

## ➔ 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 qualification.

### OPTION 2

(Applicable to students with the following specialisations only: Accounting, Mathematics, Life Science, Physical Science, and Geography) If a student only qualifies for ONE (1) elective, in a specialised area of study (modules mentioned above), two other modules have to be taken in order to satisfy the requirements of the programme:

### Semester 2

- Educational Studies: Psychology of Education

### Semester 3

- Research Teaching and Learning

## 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)

### The following specialisation modules run annually over Semester 2 (Formative Assessments) and Semester 3 (Summative Assessment)

- 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 110

### Semester Three

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

### Annual Specialisation modules Semester 3 (Summative Assessment)



# 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, and interpersonal and management skills in a way that enables teachers to draw from both the theory and the 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.

## → Mode of Delivery

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



→ NQF LEVEL 8 | SAQA ID 36065 | CREDITS 120

## 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

## Admission Requirements

The minimum entry requirement is an accredited NQF level 4 (NSC/NCV) and relevant Bachelor's Degree or Advanced Diploma at NQF level 7 or Diploma or National Nated Diploma (NQF6-360 credit) qualification must have a Bachelor of Technology.

- For International applications, a SAQA evaluation is required for all post-school leaving qualifications.
- 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.

## → Articulation

Applicants who have successfully completed the Postgraduate Diploma in Educational Management can articulate to 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

#### Elective: Choose ONE of the following electives

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

#### Semester Two

- Governance in Education
- Financial Management in Education



# 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:

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

Selection Criteria:

- All applicants must have an average of 55% in their prior qualification.
- For International applications, a SAQA evaluation is required for all post-school leaving qualifications.
- 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 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.



➔ NQF LEVEL 8 | SAQA ID 109567 | CREDITS 120

## 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

## 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.

## ➔ Who Should Apply?

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

## ➔ Mode of Delivery

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

## ➔ 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

#### Elective: Choose ONE of the following electives

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

#### Semester Two

- Research Report



# Bachelor of Education Honours in Gender Studies

## ➔ Programme Description

The Bachelor of Education Honours in Gender Studies promotes a gender-responsive approach to teacher education development by ensuring that issues of gender inequality are incorporated into everything a teacher does.

It expands on the foundations of learner-centred learning and empowerment pedagogies by focusing on the gendered aspect of the learning environment, as well as how it reflects and responds to gender inequities in society.

The key focus of this programme is to enhance research capacity by developing a research design that will result in a systematic research study of twenty-first-century gender education, culminating in a research proposal and a research report.

## ➔ Admission Requirements

The minimum academic entry requirement for the Bachelor of Education Honours in Gender Studies is an appropriate NQF Level 7 qualification from an accredited provider of higher education institution through one of the following degree types:

- Four-year professional teaching degree, For e.g., Bachelor of Education degree or composite degrees such as Bachelor of Arts in Education; or
- Appropriate bachelor's degree and a recognised teaching qualification, For e.g., Postgraduate Certificate in Education; or
- A four-year professional teaching qualification and Advanced Diploma in a cognate sub-field of Education and
- A proven proficiency in English
- For International applications, a SAQA evaluation is required for all post-school leaving qualifications.

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 RPL process in order to be admitted onto the programme.



➔ NQF LEVEL 8 | SAQA ID 122230 | CREDITS 120

No more than 10% of a cohort will be admitted into the programme based on RPL.

Selection criteria for study at MANCOSA include one or more of the following depending on the individual application:

- Achievement of relevant higher education qualifications at the required NQF level;
  - Admission and placement tests;
  - Personal interviews;
  - Biographical information;
  - Portfolio of evidence;
  - Recognition of prior learning (RPL);
  - South African Qualifications Authority (SAQA) or Universities' South Africa (USA) certification of equivalence; and
  - Language proficiency test.
- Students will be selected on meeting the minimum admission requirement for Bachelor of Education Honours in Gender Studies

## Career Opportunities

On completion of the programme graduates can aspire to be employed in positions such as:

- Lecturer/Diversity Officer
- Cultural Programme Coordinator
- Programme Manager in Gender Studies
- Gender Studies Researcher

## Articulation

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

## Mode of Delivery

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

## ➔ Who Should Apply?

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

## ➔ Programme Structure

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

### Duration: 1 Year

#### Semester One

- Academic Literacy, Educational Research and Research Methodology
- Gender and Power
- School-Related Gender Based Violence

#### Semester Two

- Gender Inclusivity
- Research Report



# 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.

## ➔ Admission Requirements

The minimum admission requirements are one of the following:

- Four-year professional teaching degree or composite degree with a Mathematics specialisation.
- Appropriate Bachelors Degree and recognised teaching qualification with a Mathematics specialisation.
- Four-year professional teaching qualification and Advanced Diploma in a cognate sub-field of Education.
- For all International applicants – An approved SAQA Evaluation is required for all post-school leaving qualifications.

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.



➔ NQF LEVEL 8 | SAQA ID 120520 | CREDITS 120

## 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.

## 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.

## ➔ 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.

## ➔ 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

## ➔ Mode of Delivery

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



# 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.

## ➔ Admission Requirements

The minimum admission requirements 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.
- In addition ,the selection criteria for direct access will be utilised. The applicant must:
  - a) Submit a comprehensive and up to date CV
  - b) A letter of motivation written and signed by the applicant
  - c) Submit a letter of recommendation from reputable person; and
  - d) Attend an interview if deemed necessary by the Admissions and Selections academics
- For International applications, a SAQA evaluation is required for all post-school leaving qualifications.
- 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.



➔ NQF LEVEL 9 | SAQA ID 112186 | CREDITS 180

## 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

## Articulation

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

## ➔ 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.

## ➔ Programme Structure

All students must complete 2 modules in semester 1 and 2 modules in semester 2. In year 2, semester 1, the students write 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

## ➔ Mode of Delivery

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





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