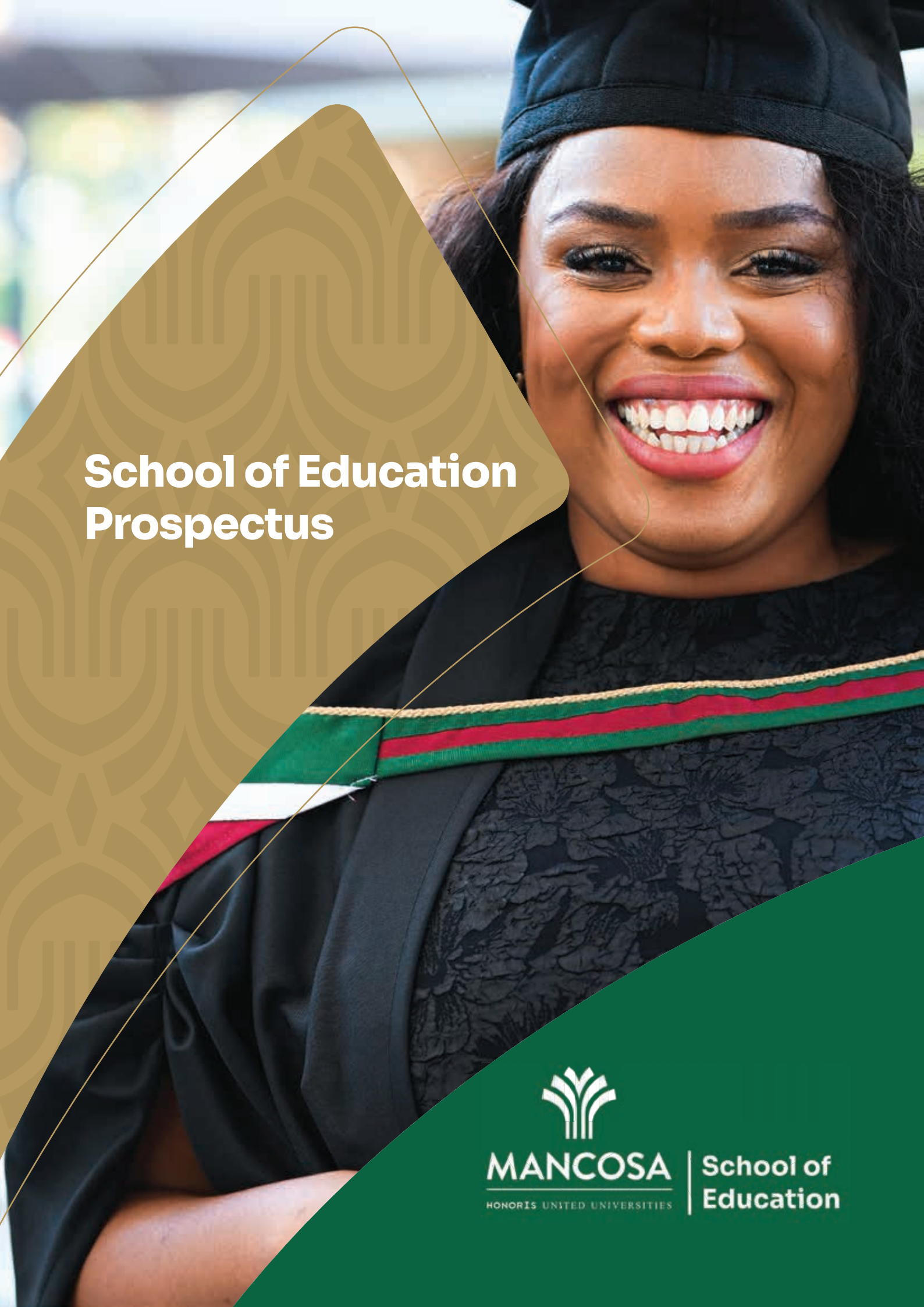


School of Education Prospectus

MANCOSA
HONORIS UNITED UNIVERSITIES
School of Education

"Education is the premise of progress, in every society, in every family".

– Kofi Annan: Former Secretary General of the United Nations.

Our Vision

Education for a better world for all.

Our Mission

Impacting lives through transformative education.



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Registration and Accreditation



MANCOSA is a private higher education institution that has championed accessible and quality higher education for all South Africans since inception in 1995. MANCOSA (PTY) Limited, is registered with the South African Department of Higher Education and Training (DHET) as a Private Higher Education Institution (PHEI). Our registration number with the DHET is 2000/HE07/003.

MANCOSA has affiliation with the following professional bodies.

- The Institute of Chartered IT Professionals (ICITP)
- 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)

There is a need to raise the skills base in the workplace through the pursuit of appropriate qualifications from a reputable and accredited higher education institution.



Principal's Message

For three decades, MANCOSA has consistently provided higher education that satisfies the needs of the 21st century. Besides gaining deep and far-ranging disciplinary knowledge in their areas of study, MANCOSA students develop valuable life skills and become confident, critical and independent thinkers with the ability to work both independently and collaboratively.

In a world characterised by accelerating change and disruption, MANCOSA graduates are equipped with essential skills such as communication, adaptability and digital literacy to advance their abilities to leverage change and innovate.

These life skills enable graduates to effectively and confidently deal with complex challenges that arise in the world of work and in life generally.

MANCOSA prides itself on its rich diversity, at both student and staff levels, and this trait is bolstered by professional and academic relationships with credible international institutions, including partner institutions under the formidable Honoris United Universities platform. Students get the benefit of programmes that are locally relevant within a rich global context.

Our academics use innovative and pedagogically sound approaches to lead students through the journey of academic exploration that strengthens their ability to apply theory to practice.

Our vision is to provide quality '**education for a better world for all.**'

Welcome to the transformative journey that will expand your horizon.

Professor Magnate Ntombela
Principal

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 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.

- **115,000+** Students
- **76** Campuses
- **10** Countries
- **26** Cities across Africa.
- **520+** Degrees



HONORIS UNITED UNIVERSITIES

MANCOSA

Private higher education institution
Committed to the provision of affordable, accessible, and accredited learning programmes.

Programmes and Postgraduates
73 higher education programmes, with 47 undergraduate programmes and 26 postgraduate.

Leading provider of distance and online education
This mode of learning allows students to progress their working careers whilst advancing their education.

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.

Our Objectives

Application of Theory to Practice
A strong emphasis is placed on the application of theory to practice ensuring that learning is applied to real life work situations.

Personal Development
The emphasis is on personal development from both a professional and academic perspective.

Simplicity of Learning
Through bespoke support systems, intuitive learning platforms and highly resourced digital and physical learning resources.

Future Opportunities
MANCOSA qualifications prepare students for a future filled with many challenges and exciting opportunities.

128 Career Centre corporate partnerships formed

90% of MANCOSA's alumni population is fully employed

19,420 of students and alumni use our virtual Career Centre platform

236 jobs posted on our Career Centre over a 3-year period

87% of alumni have indicated that MANCOSA is value for money



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 I Creativity I Communication I 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". MANCOSAConnect provides all registered students with a range of information and academic support.

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 fulfi l 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 insuffi cient 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 benefi cial 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 defi ne 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.

iTEACH1ab Hubs

The MANCOSA TEACH1ab (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.



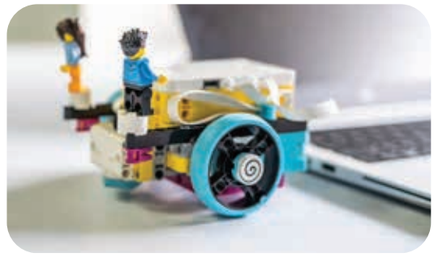
Simulation Hub available in: Johannesburg and Cape Town.

Include offerings to stakeholders such as SACE SLPs, Teacher Workshops, Anti-Bullying Campaign, School Tours and the Coding and Robotics Facilitators Course for students.



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 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. Available in: Durban, Johannesburg and Cape Town



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.



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 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 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 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.

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.

Level Up Your LEGACY



YOUR FUTURE AWAITS

Higher Certificate in

School Governance



NQF LEVEL **5** I SAQA ID **125245** I CREDITS **120**

Programme Description

The purpose of the Higher Certificate in School Governance programme is to equip current and aspiring professionals in the education sector with the necessary knowledge, skills, and competencies to effectively govern and manage educational institutions within the unique contexts of South Africa.

The programme aims to build capacity in critical areas such as legal compliance, financial management, human resources, and school marketing, thereby fostering effective decision-making, improved educational outcomes, and sustainable operational practices.

The Higher Certificate in School Governance programme seeks to enhance understanding of the distinctive legal and regulatory framework governing South African schools, enabling participants to navigate and implement these regulations efficiently and effectively.

It also seeks to develop competency in essential administrative functions, including school marketing, fundraising, financial management, and human resources, to ensure the successful operation of schools.

Admission Requirements

To be considered for admission to MANCOSA's Higher Certificate in School Governance programme, any one of the following apply:

- A Higher Certificate pass, Diploma pass or a Bachelor's pass in your National Senior Certificate (NSC) or National Vocational Certificate (NCV);
- General Education Diploma (GED);
- An equivalent accredited NQF level 4 (120 credit) qualification;
- Nated Diplomas may also be considered;
- International students with recognised school leaving qualifications are eligible to apply for our Higher Certificate courses;
- Applicants may be considered via Recognition of Prior Learning (RPL) (above the age of 23 years); OR Mature Age Exemption (above the age of 45 years without any of the above qualifications);
- A National Senior Certificate for Adults (NASCA);
- National or Higher Occupational Certificate.

Applicants from external higher education institutions, applying for credits, must submit certified academic records including module guides that must state and match the year they were completed, credit value, module outcomes and syllabus breakdown per module.

Selection Criteria:
Applicant must have obtained a minimum of 50% for English in their National Vocational Certificate OR a pass in English for National Senior Certificate.

Career Opportunities

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

- Chairperson of the school governing body (parents)
- Member of the school governing body (parents)
- Staff representative on the school governing body
- Administrator for the school governing body
- School Management and Senior management positions

Who Should Apply?

- Individuals looking to pursue a career in school governance
- Current School Principals, Members of School Governing Bodies, Teachers, Heads of Departments, and School Administrators.

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.

Mode of Delivery

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

Programme Structure

Duration: 1 Year

Semester One
- Legal Foundations of School Governance
- English Literacy
- End User Computing
- Innovative School Promotion and Resource Generation

Semester Two
- Financial Stewardship in Education
- Human Capital Management for Schools
- School Policy Development
- Information and Communication Technology (ICT) in Education

Higher Certificate in

Robotics and Coding in Education



NQF LEVEL **5** I SAQA ID **124771** I CREDITS **120**

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 Robotics and Coding programme, any one of the following apply:

- A Higher Certificate pass, Diploma pass or a Bachelor's pass in your National Senior Certificate (NSC) or National Vocational Certificate (NCV);
- General Education Diploma (GED);
- An equivalent accredited NQF level 4 (120 credit) qualification;
- Nated Diplomas may also be considered;
- International students with recognised school leaving qualifications are eligible to apply for our Higher Certificate courses;
- Applicants may be considered via Recognition of Prior Learning (RPL) (above the age of 23 years); OR Mature Age Exemption (above the age of 45 years without any of the above qualifications);
- A National Senior Certificate for Adults (NASCA);
- National or Higher Occupational Certificate.

Applicants from external higher education institutions, applying for credits, must submit certified academic records including module guides that must state and match the year they were completed, credit value, module outcomes and syllabus breakdown per module.

Selection Criteria:
Applicant must have obtained a minimum of 50% for English in their National Vocational Certificate OR a pass in English for National Senior Certificate.

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

Mode of Delivery

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

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.

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.

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



NQF LEVEL **7** I SAQA ID **104802** I CREDITS **512**

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.

Admission Requirements

To be considered for admission to MANCOSA's Bachelor of Education in Senior Phase (SP) and Further Education and Training (FET) Teaching programme, any one of the following apply:

- A Bachelor's pass in your National Senior Certificate (NSC) or National Vocational Certificate (NCV);
- Applicants will be required to have a minimum of a 50% pass in English Home Language; or 55% pass in English First Additional Language;
- Applicants who do not meet this English requirement can complete our English SkillME Module prior to qualifying for admission into the program, but will not be allowed to specialise in English;
- Applicants wishing to specialise in Mathematics and IsiZulu are required to have obtained: a minimum of 50% in isiZulu Home Language/ 55% in isiZulu First Additional Language;
- Mathematics: a minimum of 50% in Mathematics/ 55% in Technical Mathematics;
- Applicants having completed the National Senior Certificate (NSC) with a "S" pass or Higher certificate and/or Diploma pass with a post matric qualification not in the field of education will be accepted onto the B.Ed. programme via mature age;
- General Education Diploma (GED);
- An equivalent accredited NQF level 4 (120 credit) qualification;
- Nated Diplomas may also be considered;
- International students with recognised school leaving qualifications are eligible to apply for our Higher Certificate courses;
- Applicants may be considered via Recognition of Prior Learning (RPL) (above the age of 23 years); OR Mature Age Exemption (above the age of 45 years without any of the above qualifications);
- A National Senior Certificate for Adults (NASCA);
- National or Higher Occupational Certificate.

Applicants from external higher education institutions, applying for credits, must submit certified academic records including module guides that must state and match the year they were completed, credit value,module outcomes and syllabus breakdown per module.

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.

Mode of Delivery

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

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.

Articulation

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

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.

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.

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.

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

Postgraduate Certificate in

Education in Further Education and Training Teaching



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

NQF LEVEL **7** I SAQA ID **99337** I CREDITS **144**

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.

Admission Requirements

To be considered for admission to MANCOSA's Postgraduate Certificate in Education in Further Education and Training Teaching any one of the following apply:

- Applicants must submit their matric certificate;
- Applicants having completed a NQF 7 Degree will qualify on to the PGCE programme. The undergraduate degree should include sufficient disciplinary knowledge in an area of teaching specialisation i.e. the applicant should have completed NQF level 5, 6 and 7 of the school subject/s they intend to specialise in;
- An NQF 6, 360–credit National Diploma in the field of Accounting may be considered for an Accounting specialisation;
- An NQF 6, 360–credit National Diploma Engineering may be considered for a Mathematics or Physical Sciences specialisation;
- Applicants from external higher education institutions, applying for credits, must submit certified academic records including module guides that must state and match the year they were completed, credit value, module outcomes and syllabus breakdown per module.

Mode of Delivery

This programme is offered through distance learning with online support.

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.

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** 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 1
(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



NQF LEVEL **8** I SAQA ID **36065** I CREDITS **120**

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.

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.

Admission Requirements

The admission requirement for the Postgraduate Diploma in Educational Management programme is as follows: Applicants must submit their matric certificate and have completed a NQF 7 Degree with aligned foundational knowledge only, will qualify on to the postgraduate diploma; OR Applicants must hold a cognate Diploma or National Nated Diploma (NQF Level 6, 360 credits) plus a cognate Bachelor of Technology or Advanced Diploma (NQF Level 7) qualification (with aligned foundational knowledge) to articulate onto the postgraduate diploma programme. All applicants with an international qualification will be considered in accordance with MANCOSA's institutional rules. Applicants may be considered via Recognition of Prior Learning (RPL) (above the age of 30 years). Applicants from external higher education institutions, applying for credits, must submit certified academic records including module guides that must state and match the year they were completed, credit value, module outcomes and syllabus breakdown per module.

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.

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 Sec

Mode of Delivery

This programme is offered through distance learning with online support.

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

Postgraduate Diploma in **Higher Education**



NQF LEVEL **8** I SAQA ID **125455** I CREDITS **120**

Programme Description

The purpose of the Postgraduate Diploma in Higher Education programme is to develop critically reflective, innovative, and socially responsible Higher Education practitioners, academics, researchers, and leaders.

The programme aims to equip students with advanced pedagogical knowledge and skills to enhance their teaching effectiveness and student engagement. Graduates of the programme will be able to both identify and solve complex problems within the Higher Education context.

Graduates will be theoretically informed and will be able to engage in critical strategic thinking and create innovative strategies that display a keen understanding of the South African socio-economic context, theoretical depth and digital literacies.

The Postgraduate Diploma in Higher Education programme is designed to equip individuals with little or no prior pedagogical experience with the essential knowledge and skills required for teaching, assessment, research, and leadership roles in the Higher Education sector.

Admission Requirements

The admission requirement for the Postgraduate Diploma in Higher Education programme is as follows:

- Applicants must submit their matric certificate and have completed an appropriate 3–year Bachelor's degree or Bachelor of Education degree (NQF 7) with aligned foundational knowledge only, will qualify on to the postgraduate diploma;
- Applicants must hold a cognate Diploma or National Nated Diploma (NQF Level 6, 360 credits) plus a cognate Bachelor of Technology or Advanced Diploma (NQF Level 7) qualification (with aligned foundational knowledge) to articulate onto the postgraduate diploma programme;
- Applicants need to have teaching experience or hold a position in which they have responsibility for the development of teaching and learning in an education sector. A comprehensive CV indicating work experience would need to be provided to determine this;
- All applicants with an international qualification will be considered in accordance with MANCOSA's institutional rules.

Applicants may be considered via Recognition of Prior Learning (RPL) (above the age of 30 years). Applicants from external higher education institutions, applying for credits, must submit certified academic records including module guides that must state and match the year they were completed, credit value, module outcomes and syllabus breakdown per module.

Who Should Apply?

- Individuals looking to pursue a career in higher education
- Individuals already working in higher education roles wishing to upskill.

Articulation

The completion of a Postgraduate Diploma meets the minimum entry requirement for admission to a cognate Master's Degree predominantly in the area of specialisation of the Postgraduate Diploma offered both locally and internationally.

Mode of Delivery

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

Career Opportunities

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

- Lecturer
- Researcher
- Academic Advisor
- Student Affairs Professional
- Curriculum Developer
- Academic Coordinator
- Head of Department in the Higher Education sector

Programme Structure

Duration: 1 Year

Semester One
- Higher Education Policy Regulation and Governance
- Learning and Teaching in a Contemporary Higher Education Context
- Higher Education Curriculum and Assessment Development

Semester Two
- Higher Education Management and Leadership
- Research and Community Engagement in Higher Education
- Digital Transformation and Innovation in Higher Education

Semester Three
- Research Report

Bachelor of

Education Honours in Education Leadership and Management



NQF LEVEL **8** I SAQA ID **109567** I CREDITS **120**

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 admission requirement for the Bachelor of Education Honours in Education Leadership and Management programme is as follows: Applicants must submit their matric certificate and have completed a NQF 7 Degree with aligned foundational knowledge only, will qualify on to the Honours programme.

In one of the following degree types:
- Four-year professional teaching degree; or
- Appropriate bachelor's degree and a recognised teaching qualification; or
- A four-year professional teaching qualification and Advanced Diploma in a cognate sub-field of Education;
- Applicants may be considered via Recognition of Prior Learning (RPL) (above the age of 30 years);
- Applicants from external higher education institutions, applying for credits, must submit certified academic records including module guides that must state and match the year they were completed, credit value, module outcomes and syllabus breakdown per module.

Selection Criteria:
To enrol onto the programme, applicants need to have obtained a minimum average of 55% for their previous NQF level 7 qualification.

Who Should Apply?

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

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.

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.

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



NQF LEVEL **8** I SAQA ID **109567** I CREDITS **120**

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 admission requirement for the Bachelor of Education Honours in Gender Studies programme is as follows:

- Applicants must submit their matric certificate and have completed a NQF 7 Degree with aligned foundational knowledge only, will qualify on to the Honours programme.

In one of the following degree types:

- Four-year professional teaching degree, 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, e.g., - Bachelor of Commerce and Postgraduate Certificate in Education; or
- A four-year professional teaching qualification and Advanced Diploma in a cognate sub-field of Education.

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

Applicants may be considered via Recognition of Prior Learning (RPL) (above the age of 30 years).

Applicants from external higher education institutions, applying for credits, must submit certified academic records including module guides that must state and match the year they were completed, credit value, module outcomes and syllabus breakdown per module.

Who Should Apply?

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

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.

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

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. 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



NQF LEVEL **8** I SAQA ID **120520** I CREDITS **120**

Career Opportunities

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

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

Mode of Delivery

This programme is offered through distance learning with online support.

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 admission requirement for the Bachelor of Education Honours in Mathematics Education programme is as follows:

- Applicants must submit their matric certificate and have completed a NQF 7 Degree with aligned foundational knowledge only, will qualify on to the Honours programme.
- Applicants need to have obtained a minimum average of 55% for their previous NQF level 7 qualification and to have obtained a minimum of 50% for all Mathematics/Applied Mathematics modules up to the final year of mathematics specialisation.

All applicants with an international qualification will be considered in accordance with MANCOSA's institutional rules. Applicants may be considered via Recognition of Prior Learning (RPL) (above the age of 30 years). Applicants from external higher education institutions, applying for credits, must submit certified academic records including module guides that must state and match the year they were completed, credit value, module outcomes and syllabus breakdown per module.

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.

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 in Educational Leadership and Management, Master of Business Administration or Master of Public Administration.

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

Master of

Education in Educational Leadership and Management



NQF LEVEL **9** I SAQA ID **112186** I 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.

Mode of Delivery

This programme is offered through distance learning with online support.

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.

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Admission Requirements

The admission requirement for the Master of Education in Educational Leadership and Management is as follows:

- A Bachelor of Education Honours degree; or
- An appropriate NQF 8 480–credit professional Bachelor's degree; or
- A relevant Honours degree; or
- A Postgraduate Diploma in Education with a research module of at least 30 credits;
- A comprehensive and up- to- date CV;
- A letter of motivation written and signed by the applicant;
- Signed letter of recommendation from a reputable person;
- Applicants may be considered via Recognition of Prior Learning (RPL) (above the age of 30 years);
- Applicants from external higher education institutions, applying for credits, must submit certified academic records including module guides that must state and match the year they were completed, credit value, module outcomes and syllabus breakdown per module.

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.

Articulation

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

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: 1 Year

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

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