



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Fakulteit Opvoedkunde
Lefapha la Thuto

www.up.ac.za/education



Note: The minimum admission requirements reflected in this brochure are subject to changes in regulations relating to COVID-19. Amendments will reflect in the digital version of this brochure, which can be downloaded from www.up.ac.za/programmes > Undergraduate > Faculty brochures.

2023

UNDERGRADUATE FACULTY BROCHURE

Make today matter

Message from the Dean

The Faculty of Education, which is situated on the beautiful Groenkloof Campus, is internationally recognised for its high academic standards and for producing quality teachers. This Faculty is a place where staff and students can fulfil their career aspirations, and as Dean it is my vision to make it the Faculty of Choice.

Prof Chika Sehoole
Dean: Faculty of Education



Our Faculty accommodates more than 3 500 Bachelor of Education students and approximately 900 of our graduates annually enter the teaching profession. We also offer a one-year Higher Certificate in Sports Sciences. Our programmes are strengthened by our partnerships with other departments and faculties within the University of Pretoria. Our facilities are world-class and the infrastructure we have supports our vision of excellence in teaching and learning. We take our students seriously. They will find that we offer a supportive environment in which they can pursue their professional and personal dreams as they prepare to confidently enter the workplace anywhere in the world with competence and professionalism.

The Faculty produces quality teachers who are technologically literate and are able to respond to the rapidly changing teaching environment. We run the FLY@UP campaign that aims to ensure that students take responsibility for completing their degrees in the minimum period indicated for each programme. FLY stands for 'the Finish Line is Yours'. Students who have completed their undergraduate studies are strongly encouraged to pursue honours, master's and doctoral studies.

In the pursuit of teaching excellence, the Faculty supports the University's hybrid teaching and learning model, which offers students an optimal blend of learning opportunities in a physical and virtual learning environment, and drawing on a broad range of virtual teaching strategies, learning tools, and media such as YouTube videos, mobile apps and narrated PowerPoint presentations that equip our teachers with the skills and attributes to respond to the demands of tomorrow.

The Bachelor of Education (BEd) degree is the best option for those who want to become fully qualified and professionally registered teachers. If you are passionate about teaching, you could consider one of the following programmes:

- Foundation Phase Teaching [Grade R to Grade 3]
- Intermediate Phase Teaching [Grades 4 to 6]
- Senior Phase and Further Education and Training Teaching [Grades 7 to 12]

The Foundation Phase programme is perfect for the teacher who enjoys working with young children and wants to promote their development during the formative years. The Intermediate Phase teacher specialises in specific subjects and is able to address the developmental and remedial needs of children, while the Senior Phase and Further Education and Training Teaching qualification offers a teacher accreditation in a wide range of school subjects. From their second year onward, education students are placed in schools around Pretoria for short periods to gain practical teaching experience. In their fourth year, they spend fourteen weeks immersed in teaching at two different schools.

Teachers graduating from the University of Pretoria are well regarded and sought after, and most will find employment within six months of graduation. The reason for this is that our graduates are well prepared professionally, are adaptable and have the knowledge and ability to cope with the changing curriculum and societal needs. They are known to be highly creative, confident and excellent communicators.

I sincerely hope that the Faculty of Education at the University of Pretoria will be your Faculty of Choice. If you have a passion for learning and wish to enter the teaching profession, my staff and I are committed to assisting you in pursuing your dream of obtaining an excellent qualification that will lead to a rewarding career.

We are looking forward to welcoming you to the Faculty of Education and I wish you memorable and rewarding years of study at this institution.

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Undergraduate programmes

Important information for all prospective students for 2023

- The admission requirements and general information in this brochure apply to students who apply for admission to the University of Pretoria with a National Senior Certificate (NSC) and Independent Examination Board (IEB) qualifications.
- Applicants with qualifications other than the abovementioned should refer to:
 - **Brochure:** *Undergraduate Programme Information 2023: Qualifications other than the NSC and IEB*, available at www.up.ac.za/programmes > Undergraduate > Admission information.
 - **Brochure:** *Newcomers Guide 2022*, available at www.up.ac.za/programmes > Undergraduate > Admission information.
 - **Website:** www.up.ac.za/international-cooperation-division.
- **School of Tomorrow (SOT) and Accelerated Christian Education (ACE):** The University of Pretoria no longer accepts qualifications awarded by these institutions.
- **General Education Development (GED):** South African GED graduates who graduated up to 2019 may be considered for admission provided they qualify for an exemption certificate issued by USAf and comply with university admission requirements, as well as faculty subject requirements. South African GED graduates who graduated after 2019 cannot be considered for admission to UP as the diploma is not accredited by USAf and will not be considered for exemption. Applicants from the USA who completed the GED may apply for a Foreign Conditional Exemption Certificate issued by USAf accompanied by their SAT/TOEFL/IELTS results.
- **National Certificate (Vocational) (NCV) Level 4:** The University of Pretoria may consider NCV candidates, provided they meet the exemption for bachelor's status criteria and the programme requirements.

Important faculty-specific information on undergraduate programmes for 2023

The closing date for all selection programmes is **30 June 2022**. The University of Pretoria has decided not to set a specific closing date for applications to non-selection programmes for 2023. Applications will close when the available study spaces are filled (**close on availability of space**). Once the available number of study places for a specific programme are filled, no further applications for that particular programme will be considered. All applicants are therefore strongly advised and encouraged to submit their applications as soon as possible after 1 April 2022 and to check the application site (UP Student Portal) regularly.

- The following persons will be considered for admission: Candidates who are in possession of a certificate that is deemed by the University to be equivalent to the required National Senior Certificate with university endorsement; candidates who are graduates from another tertiary institution or have been granted the status of a graduate of such an institution; and candidates who are graduates of another faculty at the University of Pretoria.
- Life Orientation is excluded when calculating the APS.
- As soon as candidates are admitted to the Bachelor of Education (BEd) degree, they will be informed that they must register at the University in January of the following year. It is in the interest of prospective students, in particular those who need financial support and/or placement in a residence, to apply as soon as possible.
- A valid police clearance certificate is required to register for a BEd or a Postgraduate Certificate in Education (PGCE) programme in the Faculty of Education. In addition, all registered students will be required to complete Form 30 of part B of the National Child Protection Register in accordance with the Children's Act 38 of 2005.
- English will be the only language of teaching and learning (in lectures, tutorials and assessments) for all academic modules in the undergraduate programmes, except in cases where the modules or programmes require a language other than English. Any modules providing professional preparation that requires separate English and Afrikaans classes will be identified and will be explicitly listed as such. Modules for the BEd (Foundation Phase Teaching) that are language context specific, namely English, Afrikaans and indigenous African languages, will continue to be offered in current language contexts due to the University's recognition of the need for home-language teaching in the foundation environment, as specified in the Policy on Minimum Requirements for Teacher Education Qualifications (Gazette 38487, 19 Feb 2015). The teaching practice modules will allow English and Afrikaans assessments according to the language of tuition of the schools in which the teaching practice was performed.



Undergraduate programmes



University of Pretoria website

www.up.ac.za/education

Programmes	Minimum requirements for NSC and IEB for 2023	
	Achievement level	APS
BEd (Foundation Phase Teaching) [Grade R to Grade 3] [4 years] Close on availability of space: As soon as the number of places available for this programme are filled, it will be closed for further applications. Careers: Teachers and training officials in pre-primary or primary schools	4	28
BEd (Intermediate Phase Teaching) [Grades 4 to 6] [4 years] Close on availability of space: As soon as the number of places available for this programme are filled, it will be closed for further applications. Careers: Teachers and training officials in primary schools	4	28
BEd (Senior Phase and Further Education and Training Teaching) [Grades 7 to 12] [4 years] Close on availability of space: As soon as the number of places available for this programme are filled, it will be closed for further applications. An additional subject requirement for elective modules in Economic and Management Sciences is Mathematics, passed with an achievement level of 4 (50%–59%) in the final NSC/IEB examination. Additional subject requirements for elective modules in Physical Sciences or Life Sciences are Physical Sciences, passed with an achievement level of 5 (60%–69%), and Mathematics passed with an achievement level of 5 (60%–69%) in the final NSC/IEB examination. Careers: Teachers and training officials in primary or secondary schools	4	28
Higher Certificate in Sports Sciences [1 year] Closing date: 30 June	4	20
Selection process: <ul style="list-style-type: none"> Applicants who indicate the Higher Certificate in Sports Sciences as their first- or second-choice will be considered. All applicants will be considered by the Student Administration of the Faculty based on the academic admission requirements. Applicants who meet the academic requirements will then be further considered for the different sports codes in deliberation with TuksSport, according to their sports achievements. Students who have been nominated by an official sports club of the University will enjoy preference for selection. Applicants who obtained Diploma Studies endorsement for the NSC or equivalent qualification, may be considered for admission to the BEd Senior Phase and Further Education and Training Teaching degree (09133031), with specialisation in the elective combination of Human Movement Studies and Sports Management, if they successfully complete the Higher Certificate in Sports Sciences with a cumulative weighted average of at least 60% (excluding JRC 150 Sports Practical) (for the contact programme) Careers: Sports coaching, sports and exercise industry		

Undergraduate programmes

BEd (Foundation Phase Teaching)

The BEd (Foundation Phase Teaching) programme entails the teaching of young children between 3 and 9 years. Students doing the programme have a choice to specialise in Early Childhood Development (3 to 6 years) or Foundation Phase (Grade 1 to 3) fields.

Students gain admission to the programme with appropriate combinations of recognised NSC subjects and certain levels of achievement in the said subjects.

In this regard, the determination of an admission point score (APS) is explained. In addition, a summary of faculty-specific requirements, ie the APS and the specific subjects required, is presented in the yearbook and programme. The calculation of the APS is based on a candidate's achievement in six 20-credit subjects using the NSC ratings—that is, the 1 to 7 scale of achievement. The highest APS that can be achieved is 42.



Who is the ideal candidate?

Students who are compassionate, hardworking, and committed to the teaching profession excel in this programme.



Career opportunities

Teachers and training officials in pre-primary or primary schools.



What makes this programme unique?

The BEd (Foundation Phase Teaching) degree programme is accredited. Students completing this degree programme possess diverse pedagogic skills to teach different learning areas (Home language, First additional language, Mathematics, and Life Skills) and differentiate the curriculum for access by learners in schools.

Additionally, the programme equips the student with unique skills and attributes to identify learning difficulties during formational stages of development and provide interventions for learning success.



Structure of programme



Core modules

- Education
- Research project
- Teaching practice (Work Integrated Learning)
- Foundation phase Mathematics
- Literacy practice: English or Literacy practices: Afrikaans (Geletterdheidspraktyke)
- Human movement studies
- Methodology of learning support
- Learning support
- Arts and culture (music and art)
- Natural sciences and technology
- Life skills programme
- Health and safety
- Conversational competence in an African language (for students taking English and Afrikaans as an elective)

Elective modules

One language elective up to second-year level:

- English
- Afrikaans
- isiZulu
- Sepedi
- isiNdebele
- Setswana

Minimum admission requirements

Programme	Minimum requirements for NSC and IEB for 2023	
	Achievement level	APS
	English Home Language or English First Additional Language	
BEd (Foundation Phase Teaching) [Grade R to Grade 3] [4 years] Close on availability of space: As soon as the number of places available for this programme are filled, it will be closed for further applications. Careers: Teachers and training officials in pre-primary or primary schools	4	28

Contact information

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Undergraduate programmes

BEd (Intermediate Phase Teaching)

The BEd (Intermediate Phase Teaching) programme consists of fundamental, core and elective modules that prepare students to teach effectively in multilingual and multicultural classrooms.

Who is the ideal candidate?

Individuals with a passion for learners and learning should apply for this degree programme. Successful candidates should be dedicated and hardworking, and passionate about teaching and learning.



Career opportunities

Teachers and training officials in primary schools.



What makes this programme unique?

The BEd (Intermediate Phase Teaching) degree programme qualifies the successful candidate to teach a language and another subject/learning area. Languages serve as conduits/mediums through which effective communication is conducted in any classroom. Subsequently, the language elective will give the beginner-teacher the edge in providing quality education in the classroom.



Structure of programme



Core modules

- Education
- Learning support
- Professional studies
- Research methodology
- Teaching practice
- Conversational competence in an African language

Elective modules

One language elective up to second-year level:

- One of four African languages/English/Afrikaans
- Mathematics (an achievement level of at least 4 in the final NSC/IEB examination is required)
- Geography/History
- Art education
- Music education
- Natural sciences and design and technology
- Life orientation and human movement studies



Minimum admission requirements

Programme	Minimum requirements for NSC and IEB for 2023	
	Achievement level	APS
	English Home Language or English First Additional Language	
BEd (Intermediate Phase Teaching) [Grades 4 to 6] [4 years] Close on availability of space: As soon as the number of places available for this programme are filled, it will be closed for further applications. Careers: Teachers and training officials in primary schools	4	28

Contact information

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Undergraduate programmes

BEd (Senior Phase and Further Education and Training Teaching)

Contact information and Programme coordinators

Languages and General package

Dr Zelma Makobane

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Human Movement Sciences package

Ms E van Wyk

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Natural Sciences package

Ms C Coetzee

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Dr H Botha

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Economic and Management Sciences package

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Minimum admission requirements

Programme	Minimum requirements for NSC and IEB for 2023	
	Achievement level	APS
BEd (Senior Phase and Further Education and Training Teaching) [Grades 7 to 12] [4 years] Close on availability of space: As soon as the number of places available for this programme are filled, it will be closed for further applications. An additional subject requirement for elective modules in Economic and Management Sciences is Mathematics, passed with an achievement level of 4 (50%–59%) in the final NSC/IEB examination. Additional subject requirements for elective modules in Physical Sciences or Life Sciences are Physical Sciences, passed with an achievement level of 5 (60%–69%), and Mathematics passed with an achievement level of 5 (60%–69%) in the final NSC/IEB examination. Careers: Teachers and training officials in primary or secondary schools	4	28



Undergraduate programmes

Higher Certificate in Sports Sciences

The Higher Certificate in Sports Sciences aims to develop sports coaches and administrators who can function successfully in an interdisciplinary environment.

The qualification aims to equip students with applied competencies required to work within education settings to provide physical education through sports programmes and promote principles of good management in sport to improve athletes' and sports teams' performances.

The qualification further provides students with basic introductory knowledge and cognitive and conceptual tools, and practical techniques required for higher education studies in sports sciences and education.



Structure of programme



Core modules

- Life Orientation 150 (JLO 150)
- Literacies in education 150 (JLZ 150)
- Literacies in education 151 (JLZ 151)
- Human movement studies and sport management 114 (JMB 114)
- Human movement studies and sport management 116 (JMB 116)
- Human movement studies and sport management 125 (JMB 125)
- Sports practical (JRC 150)
- Foundations of recreation and sports management 111 (JRM 111)
- Sports injuries 141 (JXE 141)
- Fundamental nutrition 143 (JXE 143)
- Exercise and training principles 151 (JXE 151)
- Coaching professionalism 151 (JXP 151)
- Exercise and training principles 151 (JXE 151)

Who is the ideal candidate?



The ideal candidate has a certificate that the University deems to be equivalent to the National Senior Certificate with an APS of 20 and at least a 4 (50%–59%) for English Home Language or English First Additional Language.

Students who excel in this programme are passionate about sport and physical education. Student-athletes and professional sportspeople who want to further their studies while competing in sporting events.

Career opportunities



Upon completing this qualification, students will have knowledge, skills and values related to the scope of physical education, sports coaching and sport management required to develop sporting codes for extramural programmes. This will prepare students for employment as trainers and coaches in various sporting codes, in the private and public sectors in the context of community sports clubs, school sport and sport coaching.

What makes this programme unique?



Many young people with proven sports talents and the ability to learn at an advanced level who do not meet the entry requirements for study at Diploma or Degree level develop those talents into learning and career pathways. Very few schools in South Africa have qualified sports teachers. The Higher Certificate is needed to provide an entry point into higher education training as the first step to possible career pathways in sports coaching, administration or teaching.

Minimum admission requirements

Programme	Minimum requirements for NSC and IEB for 2023	
	Achievement level	APS
	English Home Language or English First Additional Language	
Higher Certificate in Sports Sciences [1 year] Closing date: 30 June	4	20
Selection process: <ul style="list-style-type: none"> Applicants who indicate the Higher Certificate in Sports Sciences as their first- or second-choice will be considered. All applicants will be considered by the Student Administration of the Faculty based on the academic admission requirements. Applicants who meet the academic requirements will then be further considered for the different sports codes in deliberation with TuksSport, according to their sports achievements. Students who have been nominated by an official sports club of the University will enjoy preference for selection. Applicants who obtained Diploma Studies endorsement for the NSC or equivalent qualification, may be considered for admission to the BEd Senior Phase and Further Education and Training Teaching degree (09133031), with specialisation in the elective combination of Human Movement Studies and Sports Management, if they successfully complete the Higher Certificate in Sports Sciences with a cumulative weighted average of at least 60% (excluding JRC 150 Sports Practical) (for the contact programme) 		
Careers: Sports coaching, sports and exercise industry		

Contact information

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Postgraduate Certificate in Education (PGCE)



The PGCE consists of academic and teaching practice components. The academic learning components are presented in the format of integrated modules during which students construct a practice theory of and for education. The academic components run throughout the year. For the purpose of the teaching practice component, students are placed by the Faculty in partner-schools.

- The first placement generally takes place in quarter one, for a three-week shadow week.
- The second extended placement takes place in quarter three for eight weeks in a school in the Pretoria region. Students are fully engaged at the schools during teaching practice while they are supported and assessed by qualified mentor teachers and university lecturers.

Requirements for admission

An appropriate Bachelor's degree or accredited and approved diploma is required for all the programmes. All prospective students who hold a 360-credit diploma have to provide evidence that their diplomas are approved and accredited by the Department of Higher Education and Training.

Computer literacy

All students had to complete a computer literacy course as part of their first degree. If not, it will be expected of students to enrol for such a course concurrently. The Faculty of Education makes extensive use of blended learning formats and students are expected to have access to a laptop to participate in teaching and learning meaningfully.

African language competency

All students who successfully complete the PGCE should be partially proficient in at least one official African language or in South African Sign Language, as language of conversational competence. Students can write an exemption examination to determine the language competence.

Particular requirements for each phase

Senior Phase and Further Education and Training Teaching

One (or more) degree modules passed at a second-year academic level (200), which correspond with one or more relevant subjects at school level for Senior Phase and one other/different (or more) degree modules passed at a third-year academic level (300), which corresponds with a relevant school subject at Further Education and Training Phase Teaching (check programme modules).

Core and fundamental modules

- Global and social perspectives in education
- Foundations of education
- Learning theories and assessment in teaching
- Facilitating learning
- Learning support
- Information and communication technology
- Professional ethics and law in teaching
- Professional development
- Work Integrated Learning
- Conversational Competence: One of IsiZulu, or Sepedi, or Setswana

Elective modules

- Languages
- Mathematics
- Social sciences (Both History and Geography)
- Natural sciences (Physics, Chemistry, Biological sciences and Biology)

The following specialisations will only be presented if the number of students who qualify is sufficient:

- Art and culture (Art, Drama, Dance and Music)
- Economic and management sciences (Economics, Business economics, Entrepreneurship, Business management and Accounting)

Postgraduate Certificate in Education (PGCE)

Further Education and Training Phase (FET) Teaching

- **Option A:** One-degree module passed at a third-year academic level (300), which corresponds with a relevant school subject and a research project for students who do not qualify for a 2nd teaching specialisation;
- **Option B:** Two different degree modules passed at a third-year academic level (300), which correspond with a relevant school subject (check programme modules).

Core and fundamental modules	Elective modules
<ul style="list-style-type: none"> ▪ Global and social perspectives in education ▪ Foundations of education ▪ Learning theories and assessment in teaching ▪ Facilitating learning ▪ Learning support ▪ Information and communication technology ▪ Professional ethics and law in teaching ▪ Professional development ▪ Work Integrated Learning ▪ Conversational Competence: One of IsiZulu, or Sepedi, or Setswana 	<ul style="list-style-type: none"> ▪ Accounting ▪ Afrikaans ▪ African languages ▪ Business studies ▪ Economics ▪ English ▪ Geography ▪ History ▪ Life sciences ▪ Mathematics and Mathematical literacy ▪ Physical science ▪ Tourism ▪ Visual arts ▪ Music <p>In the event that the student does not have a second teaching specialisation:</p> <ul style="list-style-type: none"> ▪ Research project <p>The following specialisations will only be presented if the number of students who qualify is sufficient:</p> <ul style="list-style-type: none"> ▪ Consumer studies ▪ Dance studies ▪ Dramatic arts ▪ Hospitality studies

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Article

Blended learning in the Faculty of Education

By Professor Salome Human-Vogel

More than a year after the COVID-19 pandemic was announced and higher education institutions were faced with shifting to remote learning for the foreseeable future, the Faculty of Education—along with other faculties at UP—began the process of shifting teaching and learning online during a national state of disaster that saw everyone working, living, learning and teaching from home.



Prof Salome Human-Vogel

As can be expected, various institutions had varying levels of preparedness to take teaching online, but all had to make important decisions about the kind of learning experiences we would design to maintain continuity in our teaching, and more importantly, students' learning.

While the Faculty of Education could draw on important strengths in terms of a well-established user-base on clickUP with over 90% of modules in the Faculty of Education already having an online presence, it was still a challenge to shift from the blended learning module presence in the Faculty towards a completely online presence.

Staff generally share the experience of most other lecturers at UP that the preparation of online learning experiences requires a great deal more time than a contact session in a physical space would.

It has also been acknowledged that not all staff are equally prepared with the necessary design and technical skills required to teach in an online environment. Now, after a year of continued online teaching, we are beginning to draw on the lessons we have learned about blended learning in the past year so that we can provide better learning experiences for our students.

While most staff agree that access to online learning remains a challenge for some students, there is also a clear acknowledgement of the benefits of blended learning, such as:

- (i) increased engagement,
- (ii) more opportunity for authentic and interactive learning in well-designed online modules,
- (iii) increased flexibility that allows students to access recordings of synchronous sessions in a time that is suitable for them, and
- (iv) the ability of lecturers to track individual development better to act earlier to identify at-risk students.



Article

Many modules in the Faculty of Education embrace the UP Teaching and Learning flipped methodology of Prepare, Engage, Consolidate. In the Department of Early Childhood Education, blended learning has expanded the scope of learning materials and resources available for online accessibility within a wide variety of educational platforms which the lecturer could recommend for students. For example, in Literacy Practices (JGL 313), Dr Joyce West asks Foundation Phase students to **prepare** by reading an article before class and to provide a summary of the article using Jamboard.

Using Jamboard, students can collaborate online, share notes and comment on each other's posts to build their understanding of the material before class. During class, Dr West then embeds Peardeck into her Google slide presentation so that students can join in with their phones while **engaging** on their laptops and using an exit ticket to ensure students understand the material. **Consolidation** of the material takes place via interactive presentations using the H5P software integrated with ClickUP.

In the Department of Science, Mathematics and Technology Education, Prof Willem Rauscher employs a combination of theoretical and project work to teach Design and Technology Education (JOT 210 and

JOT 220). Again, students are prepared with slides that are provided before class and that are accompanied by exercises that must be completed. Being a design module, Prof Rauscher makes extensive use of his iPad and pen as he works through exercises with students in a synchronous Collaborate session. In the project, Prof Rauscher provides a brief to students that captures the outcomes of the module and runs parallel to the theoretical sessions they attend. Students could, for example, be asked to design an educational toy.

Due to its practical design nature, this is one of the modules in which blended and online learning have presented significant challenges because students do not have access to resources as they would in a physical classroom and have to make do with what they have available where they are. On the other hand, Prof Rauscher says that teaching continuity could be maintained and synchronous online sessions can be used very well as student-centred discussions, and live-recorded sessions make it possible for students to catch up on work if they miss live sessions.

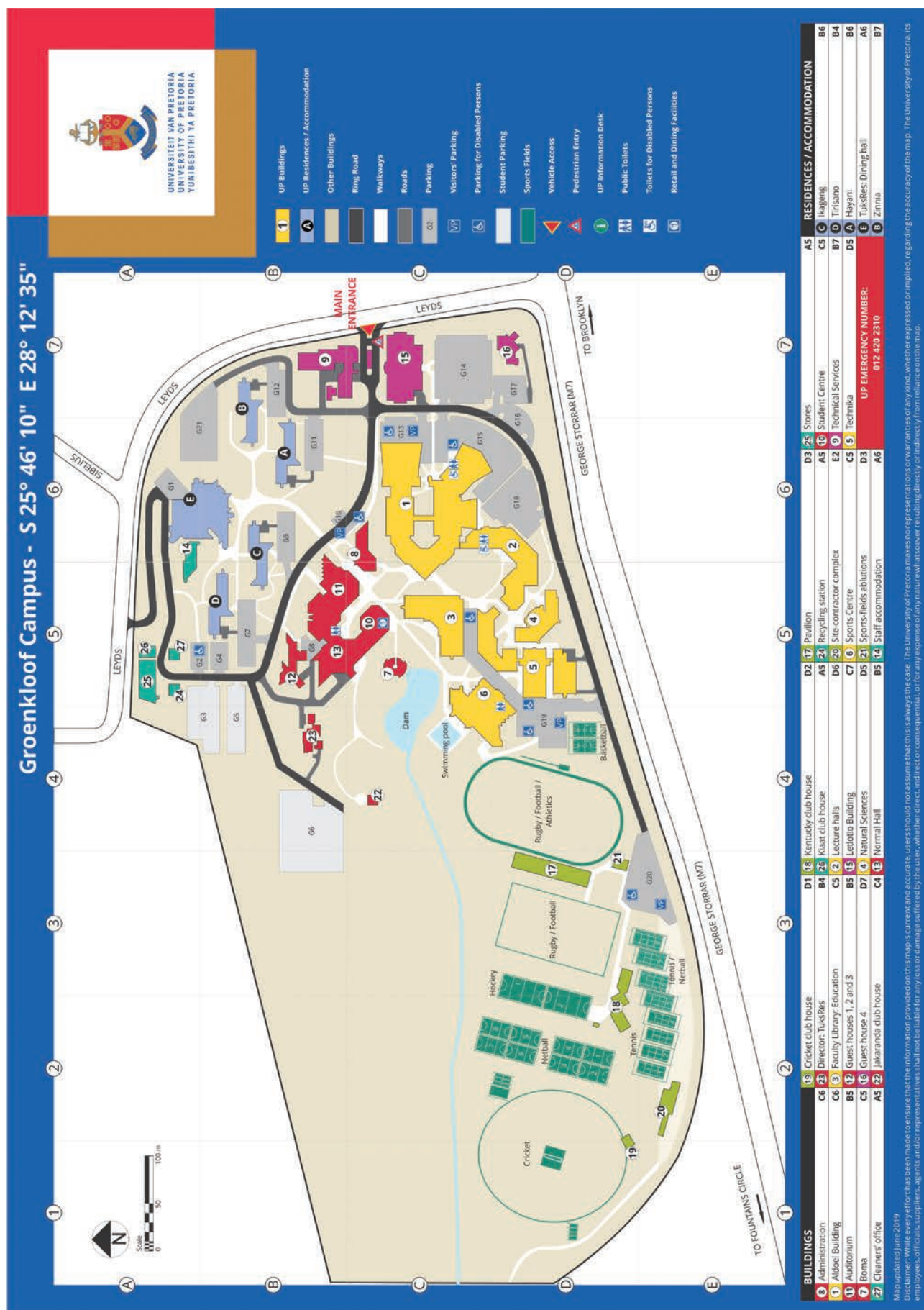
Reflecting on blended learning, Prof Azwi Muthivhi, Head of the Early Childhood Education Department, worries that blended learning leads to a generic approach to learning that lacks a personal touch and is

detached from the human experience of learning. Especially in large modules, such as Education (OPV 322) with an enrolment of about 1 200 students, it can be a challenge to maintain a social presence in the class. Dr André du Plessis, the module coordinator of OPV 322, makes sure that students can connect with the lecturer, and they are supplemented with tutors appointed to support students who need assistance.

Moving forward, the Faculty of Education plans to maintain an offering of modules that will be offered primarily online (EduOnline), flexibly in a blended format (Eduflex), and a limited number of modules that will be exclusively offered in contact mode (Educontact).

Planning resources around these instructional modalities will help to optimise the planning of the design of the kind of learning experiences we offer to students, as well as assist students to understand the expectations of each module in terms of attendance.





UP EDUCATION AT A GLANCE



FACULTY OF CHOICE

The **Faculty of Education** is the largest contact Faculty of Education in the country and a leader in teacher education and training. Our core function is to train quality teachers, education psychologists, leaders and managers in education. Our admission criteria ensures that we attract high performing students from all over the world.

EXCELLENT ACADEMICS



66.88%

academic staff
with doctorates



21

NRF rated
researchers



94.18%

examination
undergraduate
pass rate

STRONG INTERNATIONAL PROFILE



81 048

Alumni worldwide

QS Rankings (250-300)



ACADEMIC OFFERINGS

4 Undergraduate programmes

2 initial teacher education qualifications:
Bachelor of Education (BEd)
Postgraduate Certificate in Education (PGCE)

1 Higher Certificate in Sports Science
Education

Distance Education programmes

Postgraduate programmes

1 Postgraduate Diploma in Technical and
Vocational Education and Training

1 Advanced Diploma in School Leadership
and Management

10 BEd Honours, 16 MEd and
14 PhD programmes

STUDENT PROFILE

5 572

Total number of enrolled
undergraduate students

3 415

Total number of Distance
Education students

68.8%

Percentage of
black students

Total number of postgraduate students

226 PhD + 219 Master's + 425 Honours =

942

86.57%

Percentage of
international publications



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