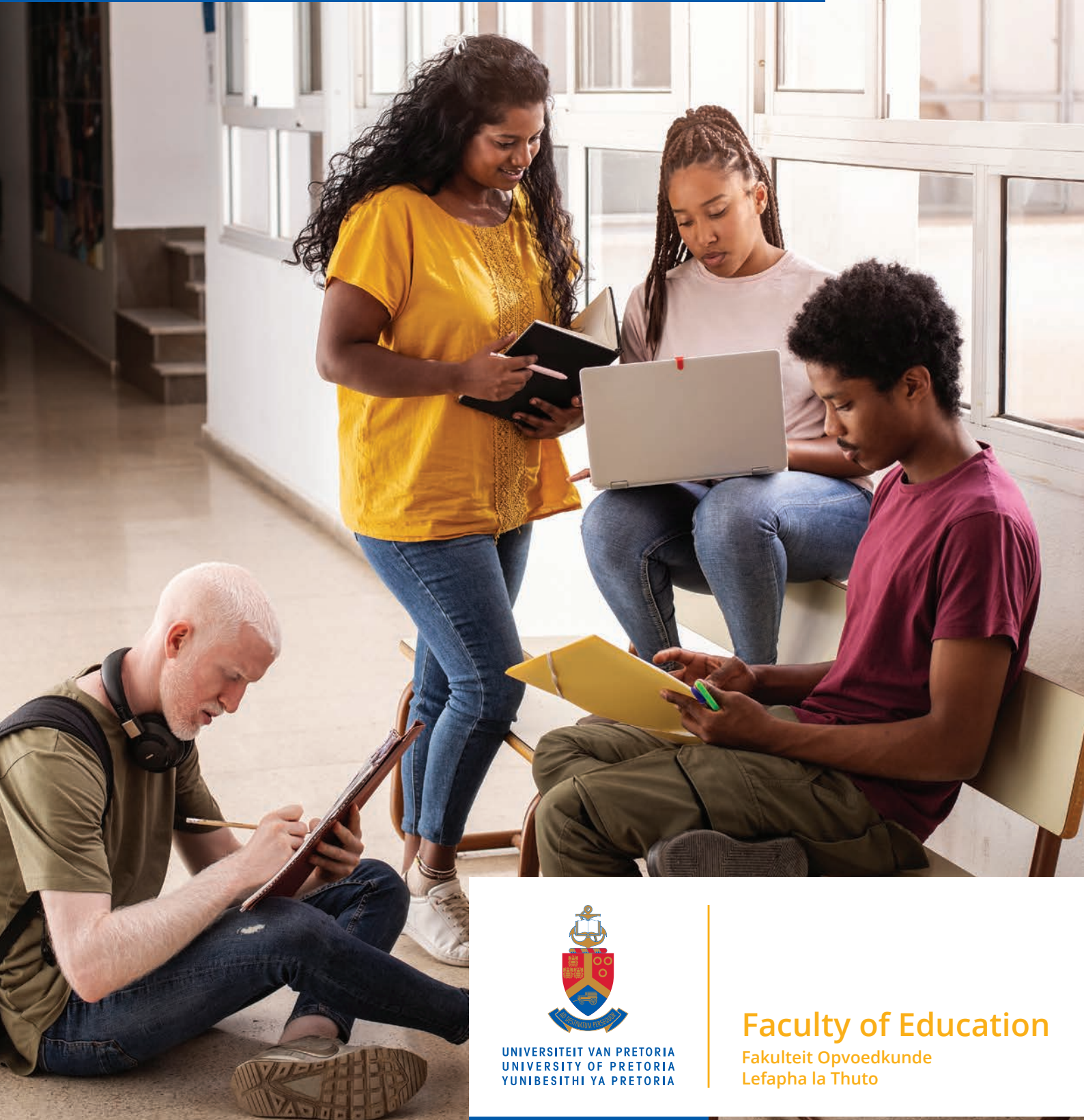


# Undergraduate Faculty Brochure

2025



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

## Faculty of Education

Fakulteit Opvoedkunde  
Lefapha la Thuto

The closing date for programmes  
in this Faculty is **30 June**.

**Make today matter**

[www.up.ac.za](http://www.up.ac.za)

## 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 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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FACULTY  
WEBSITE:



POSTGRADUATE  
WEBSITE:



# Undergraduate programmes

## General admission regulations that apply to all prospective students

- The admission requirements and general information provided in this Faculty brochure are applicable to students who apply for admission to the University of Pretoria with a National Senior Certificate (NSC) or an Independent Examination Board (IEB) qualification.
- The following persons will be considered for admission to a first bachelor's degree at the University of Pretoria:
  - Candidates who have a certificate that is deemed by the University to be equivalent to the required National Senior Certificate (NSC) with bachelor's degree 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.
- Grade 11 results are used for the conditional admission of prospective students, but final admission will depend on the NSC (or equivalent) qualification and results.
- Candidates must also comply with the specific subject and achievement level requirements and the minimum Admission Point Score (APS) for their chosen degree programmes.
- The APS calculation is done by using the NSC 1 to 7 scale of achievement. It is based on a candidate's achievement in six recognised 20-credit subjects. The highest APS that can be achieved is 42. Life Orientation is a 10-credit subject and is excluded from the calculation when determining the APS. The following subject rating scores are used for calculating the APS for NSC/IEB:

### Admission Point Score (APS) Conversion

Rating code	Rating	Marks %
7	Outstanding achievement	80–100%
6	Meritorious achievement	70–79%
5	Substantial achievement	60–69%
4	Adequate achievement	50–59%
3	Moderate achievement	40–49%
2	Elementary achievement	30–39%
1	Not achieved	0–29%

NSC – National Senior Certificate (completed Grade 12 in or after 2008)

IEB – Independent Examination Board

- Except in cases where modules or programmes require the use of a language other than English, all modules will be presented in English, which is the University's official language of tuition, communication and correspondence.
- Minimum requirements for admission to the relevant programmes are set out in the minimum admission requirements table in this brochure.
- Meeting the minimum admission requirements does not guarantee admission into a programme.
- Applicants with qualifications other than NSC and IEB should refer to the following publications:
  - The *International undergraduate prospectus 2025: Applicants with a school leaving certificate not issued by Umalusi\** (South Africa), available at [www.up.ac.za/programmes](http://www.up.ac.za/programmes) > Undergraduate > Admission information.
  - The *Newcomer's Guide 2024 of the International Cooperation Division*, available at [www.up.ac.za/programmes](http://www.up.ac.za/programmes) > Undergraduate > Admission information.
- 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 both University admission and 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 and 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.



\* **Umalusi** accredits South African private providers of education and training as well as private assessment bodies to offer tuition and/or assessment for qualification(s) on the General and Further Education and Training Qualifications Sub-Framework (GFETQSF). Contact Umalusi at [info@umalusi.org.za](mailto:info@umalusi.org.za) or +27 (0)12 349 1510.

**Note:** Refer to the General Academic Regulations and Student Rules at [www.up.ac.za/yearbooks/home](http://www.up.ac.za/yearbooks/home), click on 'General Rules and Regulations'.

### APPLICATION AND CLOSING DATES:

- Applications open on 1 April. All study programmes at the University of Pretoria are number-limited. You are encouraged to submit your application as soon as possible after 1 April.
- The closing date for applications for all UP study programmes is 30 June. This excludes the programmes in the Faculty of Veterinary Science which close on 31 May.

### APPLICATION STATUS:

- Apply with your final Grade 11 (or equivalent) results.
- Please note that meeting the minimum academic requirements does not guarantee admission.
- Applicants can expect feedback by September at the latest.
- Please check your application status regularly on the UP Student Portal at [www1.up.ac.za](http://www1.up.ac.za).
- Final admission will be based on the applicant's final school-year NSC or equivalent results.



## Undergraduate programmes

### Faculty-specific admission regulations

- English will be the language of teaching and learning (including lectures, tutorials and assessments) for all academic modules in the undergraduate programmes, except in cases where modules or programmes require the use of a language other than English. Modules that provide professional preparation requiring separate English and Afrikaans classes will be identified and will be explicitly listed as such. Modules of the Bachelor of Education in Foundation Phase Teaching, namely English, Afrikaans and an Indigenous African language that are language context specific, will continue to be offered in current language contexts due to the 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 of 19 Feb 2015). The teaching practice modules will allow both English and Afrikaans assessments, depending on the language of tuition at the schools where the teaching practice was performed.
- As soon as candidates are admitted to the Bachelor of Education 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 police clearance certificate (PCC) is recommended to enrol for a bachelor's degree in Education. In terms of the Children's Act (2005), all registered bachelor of Education students should declare their status under oath in terms of Part B of the National Child Protection Register (NCPR). The declaration form is available upon request.
- Applicants who apply for admission to the Higher Certificate in Sports Sciences programme and obtained a Diploma Studies endorsement for the NSC or equivalent qualification, and who comply with all other admission requirements for the programme, may be considered for admission.
- Additional NSC subject requirements for elective modules in physical sciences or life sciences:** Mathematics and Physical Sciences passed with an achievement level of 5 (60–69%) in an NSC or equivalent qualification.
- Admission to the Bachelor of Education with an HCSS:** Applicants who obtained a Diploma Studies endorsement for the NSC or equivalent qualification may be considered for admission to the Bachelor of Education in Senior Phase and Further Education and Training (FET) Teaching degree (09133031), with specialisation in the elective combination of Human Movement Studies and Sports Management, once they have successfully completed the Higher Certificate in Sports Sciences with a cumulative weighted average of at least 70% (excluding JRC 150 Sports Practical for the contact programme and JRC 180 Sports Practical for the online programme).

University of Pretoria website

[www.up.ac.za/education](http://www.up.ac.za/education)



## Undergraduate programmes

### Minimum admission requirements

- The closing date for applications for programmes in this faculty is 30 June.
- Meeting the minimum admission requirements does not guarantee admission into a programme.

### University of Pretoria programme qualification verification

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQSF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Programmes	Minimum requirements for NSC/IEB for 2025	
	Achievement level	APS
<b>Bachelor of Education in Foundation Phase Teaching</b> [Grade R to Grade 3] [4 years]	4	28
<b>Careers:</b> Teachers and training officials at pre-primary or primary schools		
<b>Bachelor of Education in Intermediate Phase Teaching</b> [Grades 4 to 6] [4 years]	4	28
<b>Careers:</b> Teachers and training officials at primary schools		
<b>Bachelor of Education in Senior Phase and Further Education and Training (FET) Teaching</b> [Grades 7 to 12] [4 years]	4	28
Additional subject requirements for elective modules in <b>Physical Sciences or Life Sciences</b> 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.		
<b>Careers:</b> Teachers and training officials at primary or secondary schools		
<b>Higher Certificate in Sports Sciences</b> [1 year]	4	20
<b>Selection process:</b> <ul style="list-style-type: none"> <li>▪ Applicants who indicate the Higher Certificate in Sports Sciences as their first- or second-choice will be considered.</li> <li>▪ All applicants will be considered by the Student Administration of the Faculty based on the academic admission requirements.</li> <li>▪ 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.</li> <li>▪ Students who have been nominated by an official sports club of the University will enjoy preference for selection.</li> <li>▪ Applicants who obtained Diploma Studies endorsement for the NSC or equivalent qualification, may be considered for admission to the Bachelor of Education in Senior Phase and Further Education and Training (FET) 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 70% (excluding JRC 150 Sports Practical) (for the contact programme).</li> </ul>		
<b>Careers:</b> Sports coaching, sports and exercise industry		
<b>Higher Certificate in Sports Sciences [part-time online]</b> [2 years]	4	20
Students must have access, at least on a part-time basis, to schools, sports clubs and/or accredited training facilities which are suitable for the proposed field of specialisation.		
<b>Careers:</b> This programme 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 sports and sports coaching		

### Contact information for undergraduate enquiries

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 Thandi Mngomezulu | Tel +27 (0)12 420 5615 | Email thandi.mngomezulu@up.ac.za

### Contact information for distance education enquiries

Letta Nyoni | Tel +27 (0)12 420 5608 | Email letta.nyoni@up.ac.za  
 Emsie Piek | Tel +27 (0)12 420 5731 | Email emsie.piek@up.ac.za



## Message from the Chairperson

### Dear Prospective Students,

I am Bonolo Matona, the Chairperson of House Education at the University of Pretoria. It is with great pleasure and enthusiasm that I extend a warm welcome to all our new and returning students to the Faculty of Education at the University of Pretoria. As you embark on this educational adventure, we are excited to have you become a part of our vibrant academic community.

As House Education, our mission is to bring student life activities into our campus and make sure that students feel welcomed. We are not only fostering academic excellence but also creating an environment that nurtures holistic growth and well-rounded individuals. To enhance your university experience, House Education is proud to offer a variety of services and activities designed to enrich your time here.

**Academic excellence:** Our Faculty is committed to providing top-notch education, equipping you with the knowledge and skills necessary to excel in your chosen field. Our experienced and dedicated faculty members are here to guide you on your academic journey.

**Sports and recreation:** House Education recognises the importance of a healthy balance between academic and physical well-being. We encourage you to engage in sports activities that not only promote fitness but also foster teamwork and camaraderie. Whether you're a seasoned athlete or trying a sport for the first time, there's a place for everyone on our sports teams.

**Cultural events:** Immerse yourself in the annual vibrant cultural activities such as Insync, Accapella, Step it up, and many more hosted by Student Culture (STUKU) for the University of Pretoria students.

**Support and guidance:** The journey through university can be challenging, and we want you to know that support is always available. The University provides academic advisors, mentorship programmes through STARS MENTORSHIP, and counselling services to ensure that you have the resources and guidance required to successfully navigate your academic and personal endeavours.

As you embark on this exciting chapter, embrace the opportunities for growth, both academically and personally. Your experiences here will shape your future, and we are confident that you will make the most



Bonolo Matona: House Education Chairperson

### Contact information

House Education

**Email** [house-education@up.ac.za](mailto:house-education@up.ac.za)

**Website** [www.up.ac.za/house-education](http://www.up.ac.za/house-education)

of the resources and opportunities available to you.

We are thrilled to have you as part of the Faculty of Education family, and we look forward to witnessing your achievements, creativity, and contributions to our vibrant community.

Welcome to the Faculty of Education at the University of Pretoria!

### Our vision

- To be visible and accessible to all students.
- To advance the academic interests of all education students and provide opportunities that develop and empower students to be multifaceted agents who are thoroughly prepared for their task which is to educate.
- Provide a safe environment that is intellectually stimulating and conducive.
- Enable students to reach their full potential in both their academic and social life by introducing them to existing student life activities and also refer them to relevant personnel for academic assistance. We also host our own events which are an addition to the already existing activities.



### Our mission

House Education is made up of 12 students that serve as representatives for the student body, and also act as the link between the students and the faculty management. We have a commitment to fulfill the wishes of the student body and also help students develop their professional, academic, and social skills by exposing them to different opportunities, hosting events and holding the faculty management accountable. This is done by escalating student grievances to the relevant people, sitting on various student governance structures to represent the student body. We are here because of students, and we cannot function on our own, therefore we encourage you to participate in House Education initiatives and events, to make student life as vibrant and fulfilling as possible.



### Student's Message



Trust Sinothile Mhlanga

*'My name is Trust Sinothile Mhlanga, a third-year student at the University of Pretoria doing a Bachelor of Education in Senior Phase and Further Education and Training (FET) Teaching degree. You may be anxious about the transition from high school to University but don't worry as there are exciting times ahead. My first year as a student at the University of Pretoria was a little bit hard because I was not used to the environment and the way things were done but through academic structures and support I adapted to the environment. As a senior student, I would like to tell you that you should stay resilient and embrace all the challenges and turn them into opportunities. Furthermore, know that there are academic support structures that will be there to guide you. Moreover, they make memories, enable you to socialise, and encourage you to be eager for knowledge. Enjoy your academic journey.'*

## Undergraduate programmes

### Bachelor of Education in Foundation Phase Teaching

The Bachelor of Education in Foundation Phase Teaching programme trains students to teach young children between the ages of five and nine years. Students completing this programme specialise in Foundation Phase (Grades 1 to 3). Students gain admission to the programme with appropriate combinations of recognised NSC subjects and certain levels of achievement in those subjects.

The determination of the admission point score (APS) is explained and a summary of faculty-specific requirements, ie the APS and the specific subjects required, is provided 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 are the ideal candidates?

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



#### Career opportunities

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



#### What makes this programme unique?

The Bachelor of Education in Foundation Phase Teaching degree programme is accredited. Students who have completed this degree programme possess diverse pedagogic skills that enable them to teach different learning areas (Home Language, First Additional Language, Mathematics and Life Skills) and differentiate the curriculum for access by learners in schools.

Furthermore, the programme equips students with the unique skills and attributes required to identify learning difficulties during the 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) or Literacy practices: SePedi (Katiso ya Litheresi SePedi), or Literacy practices: SeTswana (Tsebo ya Literacy SeTswana), or Literacy practices: IsiZulu (Ukuqeqesha kokufunda no kubhala IsiZulu)
- 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/IEB for 2025	
	Achievement level	APS
	English Home Language or English First Additional Language	
<b>Bachelor of Education in Foundation Phase Teaching</b> [Grade R to Grade 3] [4 years]	4	28
<b>Careers:</b> Teachers and training officials at pre-primary or primary schools		

#### Contact information

Dr Nadia Swanepoel | Tel +27 (0)12 420 5990 | Email [nadia.swanepoel1@up.ac.za](mailto:nadia.swanepoel1@up.ac.za)  
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# Undergraduate programmes

## Bachelor of Education in Intermediate Phase Teaching

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

### Who are the ideal candidates?

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 at primary schools.



### 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
- Natural sciences and design and technology
- Life orientation and human movement studies

### What makes this programme unique?



The Bachelor of Education in Intermediate Phase Teaching degree programme qualifies successful candidates to teach a language and another subject/learning area.

Since in any classroom languages serve as conduits/mediums through which effective communication is conducted, the language elective will give the beginner-teacher the edge in providing quality education in the classroom.



### Minimum admission requirements

Programme	Minimum requirements for NSC/IEB for 2025	
	Achievement level	APS
<b>Bachelor of Education in Intermediate Phase Teaching</b> [Grades 4 to 6] [4 years]	English Home Language or English First Additional Language	4
		28
<b>Careers:</b> Teachers and training officials at primary schools		

### Contact information

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Dr C Jones Couto | Tel +27 (0)12 420 5526 | Email cherese.jones@up.ac.za



# Undergraduate programmes



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

The purpose of the programme is to train teachers for the Senior Phase and Further Education and Training Teaching (FET) Phase. Apart from the Core and Fundamental subjects that are prescribed for this programme, students can choose electives (from a prescribed list) according to the following rules:

- Three subjects are to be taken in the first year, two are taken to second year and one to third-year level. There are exceptions to this rule, especially in Mathematics and Sciences. The exceptions are clearly described in a document called the Faculty of Education yearbook.
- Two electives for FET teaching and one elective for Senior Phase (SP) teaching or one elective for FET teaching and two electives for SP teaching.

### Who is the ideal candidate?

The ideal candidate is a person who has passed matric with subjects they are keen to teach. Successful candidates should, however be dedicated and hardworking, and passionate about teaching and learning.

Students who excel in this programme:

- are willing to work hard and independently;
- take responsibility for their studies;
- are prepared to ask for help when needed;
- are prepared to make responsible choices; and
- believe in teaching as a profession and a calling.

### What makes this programme unique?

The programme has SAQA accreditation and qualifies a successful student as both a subject and a teaching specialist.

Through Work Integrated Learning, the student gets practical experience in schools, giving them the confidence to stand as a well-equipped professional in front of a class from their first day.

### Career opportunities

Teachers and training officials in primary or secondary schools.



### Structure of programme

#### Core modules

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

#### Elective modules

- One of four African languages/English/Afrikaans
- Mathematics (an achievement level of at least 5 in the final NSC/IEB examination is required)
- Mathematics Literacy (an achievement level of at least 4 in Mathematics in the final NSC/IEB examination is required)
- Geography
- History
- Engineering graphics and design
- Art education
- Life orientation and human movement studies
- Physical Sciences
- Life Sciences

#### For Senior Phase only

- Design and technology
- Natural sciences (an achievement level of at least 5 in Mathematics and Physical Sciences in NSC/IEB is required)
- Senior Phase Mathematics (an achievement level of at least 4 in NSC/IEB is required)





## Undergraduate programmes

### Bachelor of Education in Senior Phase and Further Education and Training (FET) Teaching *(continued)*

#### Minimum admission requirements

Programme	Minimum requirements for NSC/IEB for 2025	
	Achievement level	APS
	English Home Language or English First Additional Language	
<b>Bachelor of Education in Senior Phase and Further Education and Training (FET) Teaching</b> [Grades 7 to 12] [4 years]  Additional subject requirements for elective modules in <b>Physical Sciences or Life Sciences</b> 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.	4	28
<b>Careers:</b> Teachers and training officials at primary or secondary schools		



#### Contact information and Programme coordinators

##### Human Movement Sciences package

Dr C Jones Couto

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##### Science, Mathematics and Technology package

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**Email** philip.mirkin@up.ac.za

Dr H Botha

**Tel** +27 (0)12 420 5623

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##### Languages and General package

Dr G Genis

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# 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. This qualification aims to equip students with the applied competencies that are required by individuals who work in education settings where they provide physical education through sports programmes and promote principles of good management in sports in order to improve the performance of athletes and sports teams.

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.

### Who are the ideal candidates?

- The ideal candidates hold certificates that the University deems to be equivalent to the National Senior Certificate with an APS of 20.
- Students who are passionate about sports and physical education excel in this programme.
- It is the ideal programme for student athletes and professional sportspeople who want to further their studies while competing in sporting events.



### What makes this programme unique?



Many young people who have proven sports talents and the ability to learn at an advanced level, but do not meet the entry requirements for study at a 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.

### Career opportunities



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

### 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)

### Minimum admission requirements

Programme	Minimum requirements for NSC/IEB for 2025	
	Achievement level	APS
	English Home Language or English First Additional Language	
<b>Higher Certificate in Sports Sciences</b> [1 year]	4	20
<b>Selection process:</b> <ul style="list-style-type: none"> <li>▪ Applicants who indicate the Higher Certificate in Sports Sciences as their first- or second-choice will be considered.</li> <li>▪ All applicants will be considered by the Student Administration of the Faculty based on the academic admission requirements.</li> <li>▪ 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.</li> <li>▪ Students who have been nominated by an official sports club of the University will enjoy preference for selection.</li> <li>▪ Applicants who obtained Diploma Studies endorsement for the NSC or equivalent qualification, may be considered for admission to the Bachelor of Education in Senior Phase and Further Education and Training (FET) 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 70% (excluding JRC 150 Sports Practical) (for the contact programme)</li> </ul> <b>Careers:</b> Sports coaching, sports and exercise industry		



# Undergraduate programmes

## Higher Certificate in Sports Sciences [part-time online]

The purpose of the fully online Higher Certificate in Sports Sciences is to develop coaches who can function successfully in an interdisciplinary environment to improve athletes' and sports teams' performances using the latest techniques. The qualification also serves to provide students with the basic introductory knowledge, cognitive and conceptual tools, and practical techniques for higher education studies in sports sciences. It emphasises selected general principles together with more specific procedures and their application.

On completion of this qualification, students will have knowledge, skills and values related to the scope of physical education and sports coaching 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 sports and sports coaching.

### Benefits of studying online

- Guided learning in the comfort of your home.
- Pay as you progress
- Begin during any one of the six starts during the year
- Quality, accredited University of Pretoria education



### What makes this programme unique?

The Higher Certificate in Sports Sciences is accessible to anybody with an interest in sports. This programme allows professional athletes, administrators, and school or club coaches the opportunity to complete a qualification to equip them for the job. It also provides students who want to pursue a qualification beyond a Higher Certificate with a pathway to do so.



### Minimum admission requirements

Programme	Minimum requirements for NSC/IEB for 2025	
	Achievement level	APS
	English Home Language or English First Additional Language	
Higher Certificate in Sports Sciences [part-time online] [2 years]	4	20
Students must have access, at least on a part-time basis, to schools, sports clubs and/or accredited training facilities which are suitable for the proposed field of specialisation. <b>Careers:</b> This programme 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 sports and sports coaching		

### Overview of the programme



- 11 Modules
- Module duration: 8 weeks (7 weeks of study, 1 week recess)
- Programme duration: 2 years

When starting this programme, a student will need to pay for two modules, the second being the Sports Practical module that runs concurrently with the first six modules of the programme. From the second module start onwards, a student will only pay for one 8-week module at a time as they progress.

#### You will learn:

- To organise and manage school and club sports events
- Skills and values related to physical education and sports coaching
- How to develop sporting codes and extramural programmes
- The knowledge to be employed as a trainer and coach in various sporting codes
- Expertise to participate in private and public sporting codes
- Proficient coaching skills in community, club, and school sports

### Structure of programme



#### Core modules

- Sports and physical education management 118
- Human motor skills development 119
- Basic human anatomy and physiology 128
- Foundations of recreation 118
- Sports injuries 180
- Fundamental nutrition 181
- Exercise and training principles 190
- Coaching professionalism 180
- Literacies in education 180
- Personal development and life skills training 180
- Sports Practical 180

# Postgraduate Certificate in Education (PGCE)

## Postgraduate Certificate in Education (PGCE): Further Education and Training Phase (FET) Teaching

An appropriate bachelor's degree or accredited and approved diploma is required for all the programmes. All prospective students who hold 360-credit diplomas have to provide evidence that their diplomas have been approved and accredited by the Department of Higher Education and Training. The PGCE consists of academic and teaching practice components. The academic components are presented in integrated modules during which students construct a practice theory of and for education.

The academic components run throughout the year. For the Teaching Practice/Work-integrated Learning (WIL) component, the Faculty places students in its partner schools. The first placement—for a shadow period of three weeks—usually takes place in the first quarter. The second extended placement of eight weeks generally takes place in the third quarter and, where possible, students are placed in schools in the Pretoria region. During the Teaching Practice/WIL period, students are fully engaged at the school and are supported and assessed by qualified mentor teachers and university lecturers.

The postgraduate Further Education and Training Phase (FET) Teaching programme has two options:

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

**Closing date:** 30 June 2023 (subject to change)

### Who are the ideal candidates?

- Students who hold a National Qualifications Framework (NQF) Level 6/7 diploma/degree and are passionate about working in the education sector
- Full-time, dedicated and hardworking students who can study independently and have sufficient research skills



### Career opportunities

Educators, training officers and Technical Vocational and Training (TVET) College lecturers.



### What makes this programme unique?

- This programme allows students without a Bachelor of Education degree, but with a one-year NQF Level 7 qualification, to enter the education sector.
- It is accredited by the South African Qualifications Authority (SAQA) and conforms to the Council on Higher Education (CHE) and Department of Higher Education and Training (DHET) policy provisions.



### Structure of programme



#### Core 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 the following: IsiZulu, Sepedi or Setswana

#### Elective modules

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Accounting</li> <li>▪ Afrikaans</li> <li>▪ African languages</li> <li>▪ Business studies</li> <li>▪ Economics</li> <li>▪ English</li> <li>▪ Geography</li> </ul> | <ul style="list-style-type: none"> <li>▪ History</li> <li>▪ Life sciences</li> <li>▪ Mathematics and Mathematical literacy</li> <li>▪ Physical sciences</li> <li>▪ Tourism</li> <li>▪ Visual arts</li> </ul> |
|---|--|

#### If the student does not have a second teaching specialisation:

- A research project

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

- Consumer studies
- Dramatic arts





# Postgraduate Certificate in Education (PGCE)

## Postgraduate Certificate in Education (PGCE): Senior Phase and Further Education and Training Teaching

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 have been approved and accredited by the Department of Higher Education and Training. The PGCE consists of academic and teaching practice components. The academic learning components are presented as integrated modules during which students construct a practice theory of and for education.

The academic components run throughout the year. For the Teaching Practice/Work-integrated Learning (WIL) component, the Faculty places students in partner schools. The first placement for a three-week shadow period usually takes place in the first quarter. The second extended placement of between three and eight weeks generally takes place in the third quarter and, where possible, students are placed in schools in the Pretoria region. During the Teaching Practice/WIL period students are fully engaged at the schools and are supported and assessed by qualified mentor teachers and university lecturers.

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

**Closing date:** 30 June 2023 (subject to change)

### Who are the ideal candidates?

- Students with an NQF Level 6/7 qualification or a diploma/degree who are passionate about working in the education sector.
- Full-time, dedicated and hardworking students who can study independently and have sufficient research skills.



### Career opportunities

Educators, training officers and TVET College lecturers

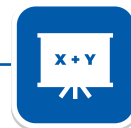


### What makes this programme unique?

- This programme allows students without a Bachelor of Education degree, but with a one-year NQF Level 7 qualification, to enter the education sector.
- It is accredited by the South African Qualifications Authority (SAQA) and conforms to the Council on Higher Education (CHE) and Department of Higher Education and Training (DHET) policy provisions.



### Structure of programme



#### Core 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 the following: IsiZulu, Sepedi or Setswana

#### Elective modules

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



## Article



# Blended learning in the Faculty of Education

By Professor Salome Human-Vogel

Now that we have emerged from the COVID-19 pandemic, the effect of which was first experienced early in 2020, the Faculty of Education –like other faculties at UP– are capitalising on many lessons learned as we navigated the process of shifting teaching and learning online during a national state of disaster that saw everyone working, living, learning and teaching from home.

We all have had to make important decisions about the kind of learning experiences we would design: first, to maintain continuity in our teaching in a digital environment, and later to reconsider what we could achieve in a post-pandemic world. Most of us aspire to retaining valuable innovations in our teaching and learning in the digital space, and to continue supporting students' learning across a range of delivery modes.

While the Faculty of Education could draw on important strengths in terms of a well-established user base on clickUP with more than 90% of its modules already having an online presence, the challenges we experienced in the online environment showed that we needed to transform our pedagogy and teaching methodologies

to ensure continued quality learning experiences. The preparation of online learning experiences initially requires considerably more time than preparation for a contact session in a physical space, and although over the past two years many valuable lessons have been learned on how to be more effective in an online space, we still have much more to learn. We have a significant responsibility to continue developing staff and equipping them with the design and technical skills that are required for online teaching, and we have already begun to learn from many of our colleagues how this can be done more effectively. Now, as we slowly emerge from the pandemic, we are drawing on what we have learned about blended learning in the past two years so that we can provide better learning experiences for our students.

While most staff members 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 the possibility of:

- increased engagement,
- more opportunities for authentic and interactive learning in well-designed online modules,
- increased flexibility that allows students to access recordings of synchronous sessions at a time that suits them, and
- lecturers' improved ability to track individual development and identify at-risk students earlier.

Emerging from the pandemic, we need to find an optimal balance between the physical and digital learning spaces and

decide how we can create a responsive, supportive and flexible learning environment for our students. Although many students prefer online learning, many opportunities for personal development and social relationships can only be truly pursued on campus and in the company of our peers.

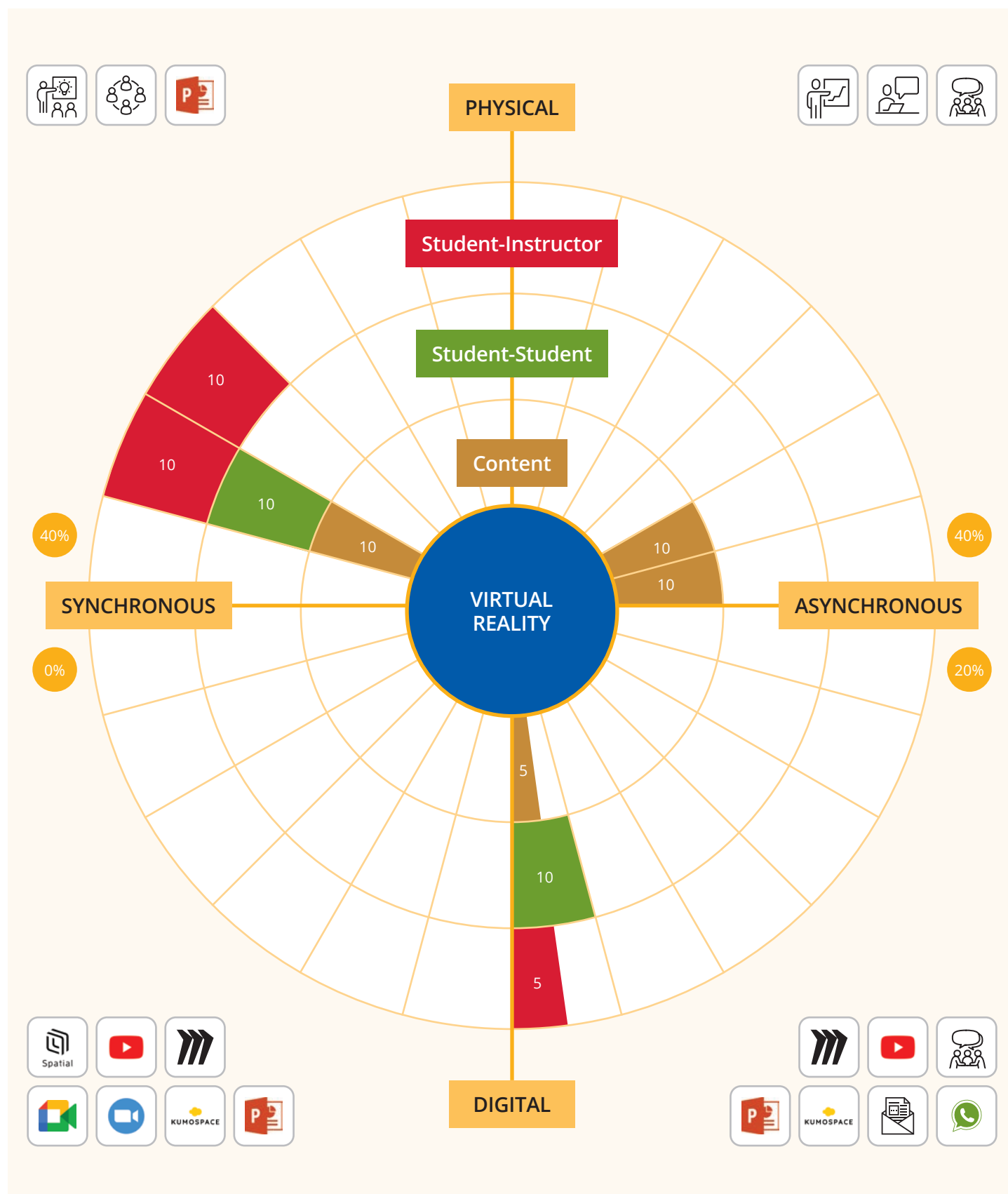
The majority of the Faculty of Education modules embrace the UP Teaching and Learning flipped methodology, ie Prepare, Engage, Consolidate. Moving forward, the Faculty plans to continue offering certain modules primarily online (EduOnline) and flexibly in a blended format (Eduflex), while a limited number of modules will be offered exclusively 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, and will assist students' understanding of the expectations of each module in terms of attendance.

For example, EduContact modules include modules with a significant practical or clinical component that requires students to be on campus. These modules include those with a practical component, such as sports, art, music or psychology. Teaching and learning experiences in these modules will be designed to have most of the lecturer-student interaction, student-student interaction, and student-content interactions in a physical, synchronous environment. See Figure 1 on the next page for an example of how credits and notional hours can be planned in these modules.



## Article

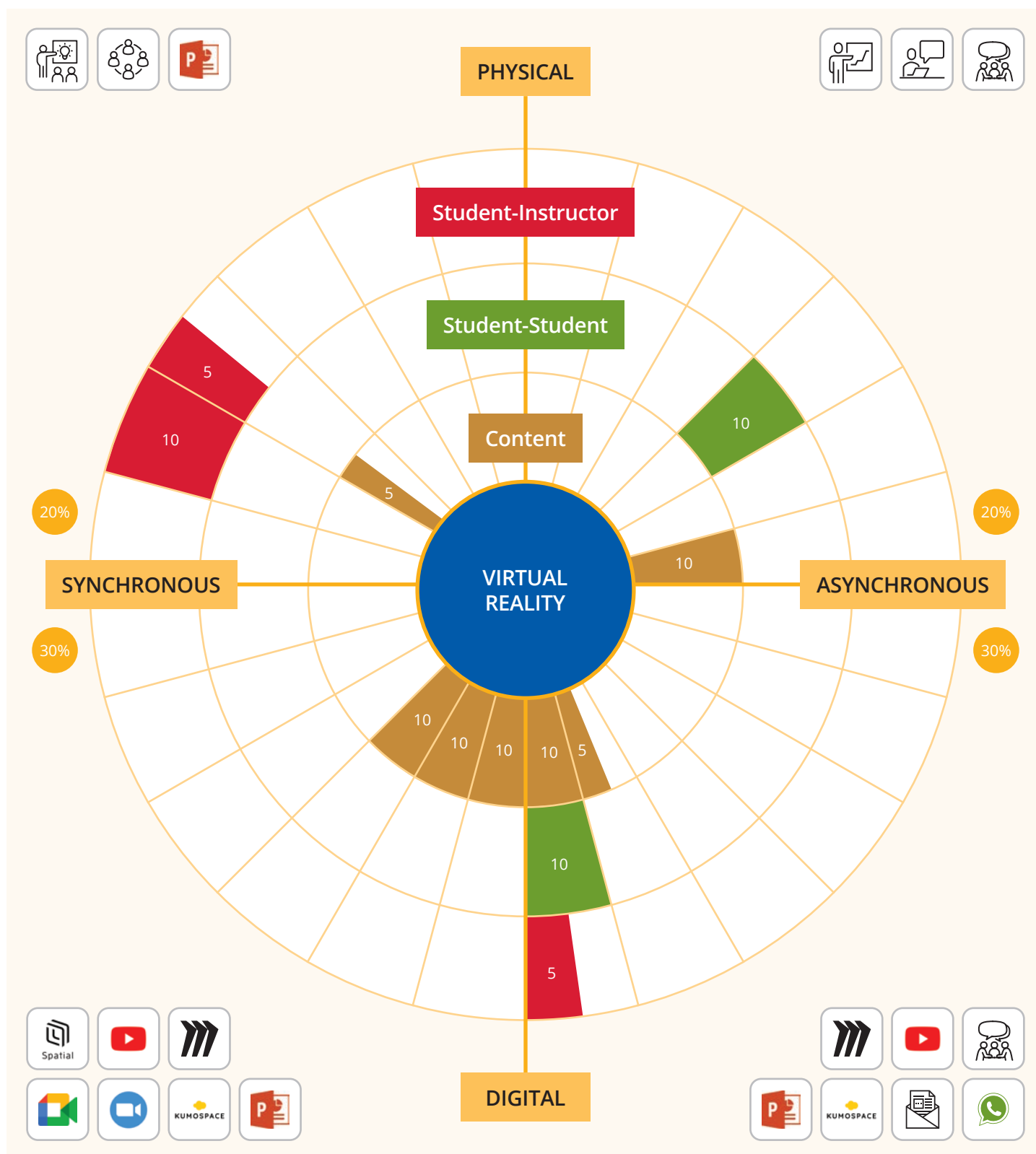
Figure 1: Example of how credits and notional hours can be planned



Most of the Faculty of Education modules are planned to be Eduflex modules, which means that credits and notional hours will be distributed to include a more substantial proportion of interactions in a digital environment, either synchronously or asynchronously. An example of such a module can be seen in Figure 2.

## Article

Figure 2: Example of an Eduflex module



In the case of Eduflex modules, students can expect to complete work online on the clickUP learning management system, but must also spend time on Campus, where they will interact with the lecturer or their fellow students in a physical environment. The module study guide will usually indicate how the credits and notional hours will be distributed in these modules.

The Faculty of Education aims to be at the forefront of the advancement of the science of teaching and learning. We want to prepare our students by equipping them with the ability to make decisions that will shape the future, thus ensuring that they will be ready to face whatever challenges await them.



# 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



**82%**

academic staff  
with doctorates



**20**

NRF rated  
researchers



**94.4%**

examination  
undergraduate  
pass rate

### STRONG INTERNATIONAL PROFILE



**82 821**

Alumni worldwide

**QS Rankings (300-350)**



### ACADEMIC OFFERINGS

#### 4 Undergraduate programmes

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

Higher Certificate in Sports Sciences  
Education

#### Distance Education programmes

#### Postgraduate programmes

Postgraduate Diploma in Technical and  
Vocational Education and Training

Postgraduate Diploma in Visual Impairment

Advanced Diploma in School Leadership  
and Management

13 Bachelor of Education Honours, 15 MEd  
and 14 PhD programmes

## STUDENT PROFILE

**6 624**

Total number of enrolled  
undergraduate students

**4 023**

Total number of distance  
education students

**85%**

Percentage of  
black students

Total number of postgraduate students

**228** PhD + **318** Master's + **425** Honours =

**971**

**83.89%**

Percentage of  
international publications

# 2025



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

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