

2026

# Undergraduate Faculty Brochure



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

## Welcome to the University of Pretoria's Faculty of Education

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 pursue and fulfil their career aspirations.

Over the past few years, the Faculty has grown to be one of the biggest and most diverse faculties at the University of Pretoria. The number of undergraduate students has grown from 4 280 in 2020 to 7 039 in 2024. Similarly, the number of postgraduate students has grown from 913 in 2020 to 6 454 in 2024. What is remarkable is that despite the increase in the number of students, the Faculty has maintained a high student success rate that has averaged 94% during this period. In expressing strategic goal number one of the University of Pretoria, we provide comprehensive support to our students to ensure that they leave the university with qualifications. About 67% of our Bachelor of Education students complete their studies in the minimum time (within four years). We encourage you to aim to be counted among the cohort that completes its studies on time.

The Faculty produces quality teachers who are technologically literate and can respond to the rapidly changing teaching environment. We run the FLY@UP campaign 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.

The Faculty implements the university's hybrid teaching and learning model to pursue teaching excellence. This model offers students an optimal blend of learning opportunities in both physical and virtual learning environments and draws on a broad range of virtual teaching strategies, learning tools, and various social media platforms. These resources equip our teachers with the skills and attributes needed to meet the demands of tomorrow.

We have partnered with the Department of Basic Education to recruit students from various districts in response to and support of the teacher demand and supply policy. Through this partnership, students can access the Funza Lushaka Bursary, which guarantees them funding for the duration of their studies. All they need to do is ensure that they pass well enough to qualify for the next year of study and focus on completing their studies in the minimum period prescribed for their programme.

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:

- Bachelor of Education in Early Childhood Care and Education
- Bachelor of Education in Foundation Phase Teaching [Grades R to 3]
- Bachelor of Education in Intermediate Phase Teaching [Grades 4 to 6]
- Bachelor of Education in Senior Phase and Further Education and Training Teaching [Grades 7 to 12]

The Bachelor of Education in Early Childhood Care and Education trains students to be qualified Teachers to young children between birth to 4 years.

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 can address the developmental and remedial needs of children. The **Senior Phase and Further Education and Training** teaching qualification covers a wide range of school subjects. From their second year onward, education students are placed in schools around the country for short periods to gain practical teaching experience. In their fourth year, they spend fourteen weeks immersed in teaching at two different schools in their own communities. In response to the needs of students and to ensure they are exposed to the realities of the workplace they will be entering after completing their studies, we have revised our work-integrated learning (WIL) school placement policy. Previously, students were placed in schools around the Tshwane metropolitan area, but now our students are free to do their WIL (teaching practice) in their own communities. Mentor lecturers are appointed to support and assess these students in the schools of their choice. This policy has helped to reduce the cost of bussing students to urban schools and the living expenses of students in the fourth year.

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

I sincerely hope that you will choose the Faculty of Education at the University of Pretoria to train for your teaching qualification. 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 look forward to welcoming you to the Faculty of Education, and I wish you memorable and rewarding years of study at this institution.

Prof Chika Sehoole  
Dean: Faculty of Education



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Comments and queries may be directed to [ssc@up.ac.za](mailto:ssc@up.ac.za) or tel: +27 (0)12 420 3111.

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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 publication:
  - The International Undergraduate Prospectus 2026: 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.
- School of Tomorrow (SOT), Accelerated Christian Education (ACE) and General Education Development (GED):** These qualifications are not accepted at the University of Pretoria.
- 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 and communication 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 2026	
	Achievement level	APS
	English Home Language or English First Additional Language	
<b>Bachelor of Education in Early Childhood Care and Education</b> [4 years]	4	28
<b>Careers:</b> Teachers and training officials at pre-primary or primary schools		
<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 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 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</b> [2 years]	4	20
This is an online programme. 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

Mannana Tshabalala | Tel +27 (0)12 420 5652 | Email mannana.tshabalala@up.ac.za  
 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



# UNDERGRADUATE PROGRAMMES

## Bachelor of Education in Early Childhood Care and Education

The Bachelor of Education in Early Childhood Care and Education (ECCE) trains students to be ECCE teachers to teach young children between birth to 4 years. Students completing this programme specialise in Early Childhood Care and Education (ECCE). Students gain admission to the programme with appropriate combinations for recognised NSC subjects and certain levels of achievement in those subjects.



### Who are the ideal candidates?

The Bachelor of Education in Early Childhood Care and Education degree is an undergraduate programme for candidates who want to register to become qualified ECCE professional educators.



### Career opportunities

ECCE professional educators and entrepreneurs (ECD principals/directors)



### What makes this programme unique?

Early Childhood Development (ECD) has been recognised as a critical nodal point for the country's social and economic transformation and development. The University of Pretoria will first offer an initial professional degree to ECCE educators. In this regard, adding the Bachelor of Education in Early Childhood Care and Education (birth to 4 years) to the current Bachelor of Education in Foundation Phase Teaching programme broadens the ECD programme mix and significantly contributes to the ECD sector.

Furthermore, the programme equips students who enrol for this degree, with the required disciplinary knowledge, educational theory and pedagogy that will enable them to demonstrate competence and responsibility as academically and professionally qualified ECCE educators.

### Minimum admission requirements

Programmes	Minimum requirements for NSC/IEB for 2026	
	Achievement level	APS
	English Home Language or English First Additional Language	
Bachelor of Education in Early Childhood Care and Education [4 years]	4	28

**Careers:** ECCE professional educators and entrepreneurs (ECD principals/directors)

### Contact information

Prof Keshni Bipath | Tel +27 (0)12 420 3663 | Email keshni.bipath@up.ac.za



### Structure of programme

#### Fundamental modules

- Literacies in education
- Education 1, 2 and 3
- Work Integrated Learning 1, 2 and 3
- Academic information management
- Conversational competence (IsiZulu/Sepedi/Setswana)

#### Core modules

- Curriculum and pedagogy in the early years
- Literacy in the early years 1, 2 and 3
- Creativity in early years 1 and 2
- Health, safety and nutrition
- Belonging, being and becoming
- Exploring Mathematics in the early years 1 and 2
- Research project
- Assessment in the early years
- Curriculum and pedagogy in the early years
- Constructions of early childhood
- Science and technology for the early years
- Professional practice in the early years 1 and 2
- Inclusive education in the early years
- Partnerships in the family and community
- Management in the early years
- Professional practice

# 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

Programmes	Minimum requirements for NSC/IEB for 2026	
	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

**Careers:** Teachers and training officials at pre-primary or primary schools

### Contact information

Admission enquiries | **Call Centre** +27 (0)12 420 5546/5615 | **Email** obj101908@up.ac.za



# 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.



### 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.



### 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

### Minimum admission requirements

Programmes	Minimum requirements for NSC/IEB for 2026	
	Achievement level	APS
	English Home Language or English First Additional Language	
<b>Bachelor of Education in Intermediate Phase Teaching</b> [Grades 4 to 6] [4 years]	4	28

**Careers:** Teachers and training officials at primary schools

### Contact information

Admission enquiries | **Call Centre** +27 (0)12 420 5546/5615 | **Email** obj101908@up.ac.za

# UNDERGRADUATE PROGRAMMES

## Bachelor of Education in Senior Phase and Further Education and Training Teaching

The purpose of the programme is to train teachers for the Senior Phase and Further Education and Training Teaching 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 are the ideal candidates?

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.



### Minimum admission requirements

Programmes	Minimum requirements for NSC/IEB for 2026	
	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

**Careers:** Teachers and training officials at primary or secondary schools



### 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)

### Contact information

Admission enquiries | **Call Centre** +27 (0)12 420 5546/5615 | **Email** obj101908@up.ac.za



# 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

Programmes	Minimum requirements for NSC/IEB for 2026	
	Achievement level	APS
	English Home Language or English First Additional Language	
<b>Higher Certificate in Sports Sciences</b> [1 year]	4	20

#### Selection process:

- 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 Bachelor of Education in 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 70% (excluding JRC 150 Sports Practical) (for the contact programme).

**Careers:** Sports coaching, sports and exercise industry

#### Contact information

Admission enquiries | **Call Centre** +27 (0)12 420 5546/5615 | **Email** obj101908@up.ac.za

# UNDERGRADUATE PROGRAMMES

## Higher Certificate in Sports Sciences

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

Programmes	Minimum requirements for NSC/IEB for 2026	
	Achievement level	APS
	English Home Language or English First Additional Language	
Higher Certificate in Sports Sciences [2 years]	4	20

This is an online programme. 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.

**Careers:** 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

### Contact information

Admission enquiries | **Call Centre** +27 (0)12 420 5546/5615 | **Email** obj101908@up.ac.za



# POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

## Postgraduate Certificate in Education in 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 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 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:** 31 August 2025 (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.

### Contact information

Admission enquiries | **Call Centre** +27 (0)12 420 5546/5615 | **Email** obj101908@up.ac.za



### 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

- Accounting
- Afrikaans
- African languages
- Business studies
- Economics
- English
- Geography
- History
- Life sciences
- Mathematics and Mathematical literacy
- Physical sciences
- Tourism
- Visual arts

#### 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 in 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:** 31 August 2025 (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)

#### Contact information

Admission enquiries | **Call Centre** +27 (0)12 420 5546/5615 | **Email** obj101908@up.ac.za



## ARTICLE

# Quality teaching and learning in the Faculty of Education

By Professor Salome Human-Vogel: Deputy Dean (Teaching and Learning)

With the COVID-19 pandemic of 2020 almost a distant memory and blended learning firmly established, the Faculty of Education can now return our focus to continuously assuring the quality of teaching and learning experiences that we wish to provide for our students.

It is important to acknowledge that our staff and students who returned to campus late in 2021 were not the same people who left campus in March 2020. Staff and students alike returned to campus with different expectations about the campus experience, what good teaching and learning look like, and what they need to be happy and successful.

In the Covid years, when access to campus was limited, students valued the availability of recordings and learning materials on ClickUP, the autonomy to decide when and where to learn, and the support they received to ensure their success. Returning to a full-time contact teaching model has been challenging for students, as some of this autonomy and flexibility have largely disappeared with the requirement of full-time class attendance. We are only at the beginning of trying to understand how best to respond to these challenges as a Faculty, especially given the state of our economy and the fact that many of our students study with bursaries and experience severe financial challenges at times, requiring them to supplement their income. Designing learning experiences that are flexible, maximise autonomy, and support student success looks very different in a post-pandemic world where students have largely returned to campus and class.

The arrival of ChatGPT late in 2022 also introduced a different disruptive dimension to teaching and learning. Embraced by some and denounced by others, there can be no doubt that ChatGPT has dramatically changed the educational landscape in a short time. It requires lecturers to carefully consider how the assessment in their courses is structured and the extent to which they incorporate the use of ChatGPT in their teaching. It also requires us to consider the role of lengthy essays as part of a continuous assessment model when it is unclear whether an essay represents the carefully crafted work of a student or is merely the product of an AI. Generally, there has been a move back to sit-down assessments, and time will tell whether this represents a step forward or a step back in our assessment practices. What is clear is that the Faculty will increasingly need to focus more on assessing students' competencies while assessing pure knowledge takes on a lesser role.

For students, ChatGPT provides unparalleled opportunities to improve their writing, learn independently, and improve the quality of their work. It also presents a serious challenge to the integrity of all who experiment with it and requires the highest level of ethical reasoning and decision-making when it comes to incorporating it into essays, assignments, and other work. As a Faculty of Education, we recognise that an AI tool is a teaching and learning tool like any other and can be used ethically or abused. Our teaching staff aim to ensure that our students can make good choices when it comes to using AI, and our assessment practices are designed to ensure that the assessment of our students is of a very high level and can be trusted.

From 2024, our Foundation Phase Teaching programme has incorporated a coding and robotics module to prepare Foundation Phase students to teach these skills to their learners. We have also introduced the teaching of language modules in African languages to ensure that all Foundation Phase learners are taught by teachers who are fully proficient in the home language of the learners in their class. In addition to these transformative innovations in our curricula, selected students have also had the opportunity over the past two years to participate in an online internationalisation of teacher education short course with Griffith University in Australia and Hamburg University in Germany. As part of this course, our education students engage with other education students in these countries to learn more about teacher education from an international perspective, thereby developing their global outlook as educators.

With a student success rate of 95%, we are very proud that a significant number of students in the Faculty of Education complete their degrees in the minimum 4-year period. We are confident that they are well-prepared to meet the demands of their profession and know that the learning environment in the Faculty of Education contributes to their employability as teachers in South Africa. Over the next few years, the Faculty of Education will continue its focus on strengthening African languages in all phases of education, delivering more teachers in STEM fields, and, above all, continuing to produce well-rounded teachers.

# UP EDUCATION

## AT A GLANCE

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



**86.8%**

academic staff  
with doctorates



**18**

NRF rated  
researchers



**94.7%**

examination  
undergraduate  
pass rate

### STRONG INTERNATIONAL PROFILE



**86 067**

Alumni worldwide

**QS Rankings (301-400)**



### ACADEMIC OFFERINGS

#### 6 Undergraduate programmes

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

Higher Certificate in Sports Sciences

#### Distance Education programmes

#### Postgraduate programmes

Postgraduate Diploma in Technical and Vocational  
Education and Training

Postgraduate Diploma in Visual Impairment Studies

Advanced Diploma in School Leadership  
and Management

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

### STUDENT PROFILE

**7 039**

Total number of enrolled undergraduate students

**4 560**

Total number of distance education students

**81.4%**

Percentage of black students

Total number of postgraduate students

**6 454**

**90.5%**

Percentage of international publications

**2026**

**University of Pretoria**

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