

# University of Pretoria Yearbook 2020

## MEd Educational Psychology (Coursework) (09250203)

**Minimum duration of study** 2 years

**Total credits** 240

**NQF level** 09

### Programme information

The closing date for applications for the programme is 31 July and selection takes place in August. The programme includes practical work per week that enables students to comply with the requirements for registration as an Educational Psychologist with the Health Professions Council of South Africa, after completion of an internship in Educational Psychology at an institution approved by the abovementioned Council for this purpose. The University is under no obligation to provide students with or assist them in finding internships.

Students are provisionally selected during the formal selection that takes place in August. Finalisation of selection takes place in the following June of every year. The Department of Educational Psychology therefore reserves the right to reconsider a student's admission to the programme during the first six months of study, based on both demonstrated training and career-orientated ability.

### Admission requirements

A candidate can be admitted if he/she holds one of the following qualifications:

- a Bachelor in Education (BEd) degree majoring in Psychology and an Honours degree in Educational Psychology; or
- an accredited Bachelor of Psychology (BPsych) degree with Educational Psychology as a major; or
- a Bachelor's degree majoring in Psychology with a recognized Postgraduate Certificate in Education (PGCE) and an Honours degree in Educational Psychology / Psychology; and
- has achieved an average of at least 60% in the Honours or related examination.

### Additional requirements

All applications are subject to selection.

Selection is based on:

- meeting the minimum academic requirements required for admission;
- previous academic performance;
- applicable academic and/or teaching background;
- availability of supervision for the required research project;
- proven academic potential which may include academic communication and computer application skills;
- additionally, an interview may be requested;

- the requirements of professional registration bodies;
- the discretion of the head of department.

## Other programme-specific information

- Renewal of registration after the two-year period is permitted only under special circumstances in which case the head of department may give approval for a limited fixed extension of this period in terms of the set procedures.
- Students will be granted two opportunities to pass NMQ 800. Unsuccessful candidates will not be allowed to continue with the programme.
- This requirement applies to both the full research as well as the coursework master's degrees.

## Research information

All master's students must submit a dissertation or a mini-dissertation and must pass Research Proposal (NMQ 800). For the MEd research degree programmes, a dissertation on a topic approved by the Dean on the recommendation of the relevant head of department must be submitted, following the approval of a complete research proposal. A literature study is not acceptable.

- One publishable article based on the research that the student conducted for the dissertation or the mini-dissertation and approved by the supervisor, must be submitted. The article must be submitted at the offices of Student Administration before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies.
- In addition to the copies referred to above, each successful student must submit a bound paper copy as well as two electronic copies of the approved mini-dissertation/dissertation to the Head: Student Administration in the format specified by the Faculty and in accordance with the minimum standards set by the Department of Library Services
- (see <http://upetd.up.ac.za/authors/publish/standards.htm#specs>), before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies.
- All students have to submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, Supervisor and Research Coordinator, before they can start with the research.
- Students have to apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee.
- Students have to present a progress report on the research to the supervisor annually. Continued reregistration depends on satisfactory annual progress.
- All students have to attend the research capacity building sessions on quantitative and qualitative research at master's level.

## Pass with distinction

The MEd degree with coursework is conferred with distinction on a student who obtains 75% in the mini-dissertation and an average of 75% in the remaining modules.

## Curriculum: Year 1

### Minimum credits: 240

All the Core modules and the fundamental module NMQ 800 (Research proposal) should be selected in the 1st year. When the "Research proposal" has been passed in the 1st year, only the "mini-dissertation" should be selected again in the final year. Students will be granted two opportunities to pass NMQ 800.

## Fundamental modules

### Research proposal 800 (NMQ 800)

|                               |                                |
|-------------------------------|--------------------------------|
| <b>Module credits</b>         | 30.00                          |
| <b>Prerequisites</b>          | No prerequisites.              |
| <b>Language of tuition</b>    | Module is presented in English |
| <b>Department</b>             | Humanities Education           |
| <b>Period of presentation</b> | Year                           |

#### Module content

Development of a research proposal. Research methodology. Overview and principles of quantitative and qualitative research methodology. Data collection methods, data analysis methods, paradigm analysis and theoretical frameworks for educational studies. Global theoretical perspectives in education.

## Core modules

### Career counselling 805 (BOP 805)

|                               |                                |
|-------------------------------|--------------------------------|
| <b>Module credits</b>         | 10.00                          |
| <b>Prerequisites</b>          | No prerequisites.              |
| <b>Contact time</b>           | 1 lecture every fortnight      |
| <b>Language of tuition</b>    | Module is presented in English |
| <b>Department</b>             | Educational Psychology         |
| <b>Period of presentation</b> | Year                           |

#### Module content

Theory and application counselling; of career counselling; addressing contemporary Global South inequality issues by privileging social justice and diversity agenda in the practice of guidance and counselling, Interviewing, implementation and interpretation of media, diagnosing, counselling to develop strengths, identify and leverage resources and assets (individual, collective and contextual) for life design; career resilience, adaptability and employability.

### Educational psychology assessment for learning and development 875 (ODD 875)

|                       |                   |
|-----------------------|-------------------|
| <b>Module credits</b> | 10.00             |
| <b>Prerequisites</b>  | No prerequisites. |

|                               |                                |
|-------------------------------|--------------------------------|
| <b>Contact time</b>           | 1 lecture every fortnight      |
| <b>Language of tuition</b>    | Module is presented in English |
| <b>Department</b>             | Educational Psychology         |
| <b>Period of presentation</b> | Year                           |

#### Module content

This module focuses on fundamental approaches concerning barriers to learning, with reference to the South African context; theoretical framework(s) for diagnostic assessment in respect of academic achievement difficulties within the South African context; how appraise a battery of neuropsychological tests and to understand which neuropsychological domains they measure; to use standardised tests and informal techniques to assess young children in low resources settings; to assess reading, writing, spelling, numeracy and mathematical skills, study skills, educational and environmental disadvantage; professional skills and values of accountable diagnostic assessment practice and reporting of findings in respect of learners' academic achievement difficulties within the South African context.

### Educational psychological learning support 875 (ODH 875)

|                               |                                |
|-------------------------------|--------------------------------|
| <b>Module credits</b>         | 10.00                          |
| <b>Prerequisites</b>          | No prerequisites.              |
| <b>Contact time</b>           | 1 lecture every fortnight      |
| <b>Language of tuition</b>    | Module is presented in English |
| <b>Department</b>             | Educational Psychology         |
| <b>Period of presentation</b> | Year                           |

#### Module content

Guided by educational psychological assessment for learning and development, the module addresses learning support in Southern Africa: contextualisation; and application of theories for learning support, including evidence-based local knowledge; the learner and learning support; inclusive education; individual and group learning support; micro and macro-level support and preventative programmes; intervention, support and prevention of challenges regarding learners' academic achievement.

### Mini-dissertation 895 (ODK 895)

|                               |                                |
|-------------------------------|--------------------------------|
| <b>Module credits</b>         | 120.00                         |
| <b>Prerequisites</b>          | No prerequisites.              |
| <b>Language of tuition</b>    | Module is presented in English |
| <b>Department</b>             | Educational Psychology         |
| <b>Period of presentation</b> | Year                           |

#### Module content

Educational Psychology dissertation of limited scope conducted under supervision of a supervisor in the area of Career Counselling, Orientation Pedagogics; Educational psychological assessment for learning and development; Educational Psychology Pathways to Emotional & Behavioural Wellbeing; Family-oriented assessment intervention.

## Educational psychology pathways to emotional and behavioural wellbeing 805 (OPG 805)

|                               |                                |
|-------------------------------|--------------------------------|
| <b>Module credits</b>         | 10.00                          |
| <b>Prerequisites</b>          | No prerequisites.              |
| <b>Contact time</b>           | 1 lecture every fortnight      |
| <b>Language of tuition</b>    | Module is presented in English |
| <b>Department</b>             | School for Teachers Training   |
| <b>Period of presentation</b> | Year                           |

### Module content

The educational psychologist within a multi-cultural post-colonial, resource-constrained context; underlying theories and approaches to educational psychological assessment, diagnosis, and intervention aimed at individual functioning in relation to learning and development; and the well-founded use thereof with to prevent/manage emotional and behavioural problems and facilitate resilience; conceptualise theoretical cases therapeutic techniques; and the educational psychologist as a person.

## Educational Psychology Practice 801 (OPR 801)

|                               |                                |
|-------------------------------|--------------------------------|
| <b>Module credits</b>         | 40.00                          |
| <b>Prerequisites</b>          | No prerequisites.              |
| <b>Language of tuition</b>    | Module is presented in English |
| <b>Department</b>             | Educational Psychology         |
| <b>Period of presentation</b> | Year                           |

### Module content

Practical module: Apply relevant, evidence-based, Southern African indigenous and global theoretical foundations relating to educational psychological assessment and support of children/youth with emotional, behavioural, learning and/or career-related needs, family oriented educational psychology, group work, (also in school and/or community work settings); conceptualise cases (including formulating clinical impressions, implementation and interpretation of psychological media, making diagnoses, clinical decision-making, and formulating intervention plans that address risks but also harness existing strengths and supports), referrals, report writing, (summary and full reports) feedback sessions with parents, multi-disciplinary liaison, education/guidance, for caregivers and/or school- and/or community-based stakeholders; interviewing skills, ethical issues and the rights of the client. The practice of the educational psychologist (including critical reflection on current debates relating to the psychology profession).

## Family-oriented intervention 805 (OUB 805)

|                            |                                |
|----------------------------|--------------------------------|
| <b>Module credits</b>      | 10.00                          |
| <b>Prerequisites</b>       | No prerequisites.              |
| <b>Contact time</b>        | 1 lecture every fortnight      |
| <b>Language of tuition</b> | Module is presented in English |
| <b>Department</b>          | Educational Psychology         |

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| Period of presentation | Year |
|------------------------|------|
|------------------------|------|

### Module content

Diversity in families; family life cycle development; parameters of family functioning; family resilience models for the analysis of family functioning; family therapy models problems; analysis of families with special concerns, with family-orientated intervention with regard to all these aspects as the central theme.

## Curriculum: Final year

Minimum credits: 240

### Fundamental modules

#### Research proposal 800 (NMQ 800)

|                               |                                |
|-------------------------------|--------------------------------|
| <b>Module credits</b>         | 30.00                          |
| <b>Prerequisites</b>          | No prerequisites.              |
| <b>Language of tuition</b>    | Module is presented in English |
| <b>Department</b>             | Humanities Education           |
| <b>Period of presentation</b> | Year                           |

#### Module content

Development of a research proposal. Research methodology. Overview and principles of quantitative and qualitative research methodology. Data collection methods, data analysis methods, paradigm analysis and theoretical frameworks for educational studies. Global theoretical perspectives in education.

### Core modules

#### Career counselling 805 (BOP 805)

|                               |                                |
|-------------------------------|--------------------------------|
| <b>Module credits</b>         | 10.00                          |
| <b>Prerequisites</b>          | No prerequisites.              |
| <b>Contact time</b>           | 1 lecture every fortnight      |
| <b>Language of tuition</b>    | Module is presented in English |
| <b>Department</b>             | Educational Psychology         |
| <b>Period of presentation</b> | Year                           |

#### Module content

Theory and application counselling; of career counselling; addressing contemporary Global South inequality issues by privileging social justice and diversity agenda in the practice of guidance and counselling, Interviewing, implementation and interpretation of media, diagnosing, counselling to develop strengths, identify and leverage resources and assets (individual, collective and contextual) for life design; career resilience, adaptability and employability.

#### Educational psychology assessment for learning and development 875 (ODD 875)

|                            |                                |
|----------------------------|--------------------------------|
| <b>Module credits</b>      | 10.00                          |
| <b>Prerequisites</b>       | No prerequisites.              |
| <b>Contact time</b>        | 1 lecture every fortnight      |
| <b>Language of tuition</b> | Module is presented in English |
| <b>Department</b>          | Educational Psychology         |

**Period of presentation** Year

### Module content

This module focuses on fundamental approaches concerning barriers to learning, with reference to the South African context; theoretical framework(s) for diagnostic assessment in respect of academic achievement difficulties within the South African context; how appraise a battery of neuropsychological tests and to understand which neuropsychological domains they measure; to use standardised tests and informal techniques to assess young children in low resources settings; to assess reading, writing, spelling, numeracy and mathematical skills, study skills, educational and environmental disadvantage; professional skills and values of accountable diagnostic assessment practice and reporting of findings in respect of learners' academic achievement difficulties within the South African context.

## Educational psychological learning support 875 (ODH 875)

**Module credits** 10.00

**Prerequisites** No prerequisites.

**Contact time** 1 lecture every fortnight

**Language of tuition** Module is presented in English

**Department** Educational Psychology

**Period of presentation** Year

### Module content

Guided by educational psychological assessment for learning and development, the module addresses learning support in Southern Africa: contextualisation; and application of theories for learning support, including evidence-based local knowledge; the learner and learning support; inclusive education; individual and group learning support; micro and macro-level support and preventative programmes; intervention, support and prevention of challenges regarding learners' academic achievement.

## Mini-dissertation 895 (ODK 895)

**Module credits** 120.00

**Prerequisites** No prerequisites.

**Language of tuition** Module is presented in English

**Department** Educational Psychology

**Period of presentation** Year

### Module content

Educational Psychology dissertation of limited scope conducted under supervision of a supervisor in the area of Career Counselling, Orientation Pedagogics; Educational psychological assessment for learning and development; Educational Psychology Pathways to Emotional & Behavioural Wellbeing; Family-oriented assessment intervention.

## Educational psychology pathways to emotional and behavioural wellbeing 805 (OPG 805)

**Module credits** 10.00



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| <b>Prerequisites</b>          | No prerequisites.              |
| <b>Contact time</b>           | 1 lecture every fortnight      |
| <b>Language of tuition</b>    | Module is presented in English |
| <b>Department</b>             | School for Teachers Training   |
| <b>Period of presentation</b> | Year                           |

#### Module content

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| <b>Module credits</b>         | 40.00                          |
| <b>Prerequisites</b>          | No prerequisites.              |
| <b>Language of tuition</b>    | Module is presented in English |
| <b>Department</b>             | Educational Psychology         |
| <b>Period of presentation</b> | Year                           |

#### Module content

Practical module: Apply relevant, evidence-based, Southern African indigenous and global theoretical foundations relating to educational psychological assessment and support of children/youth with emotional, behavioural, learning and/or career-related needs, family oriented educational psychology, group work, (also in school and/or community work settings); conceptualise cases (including formulating clinical impressions, implementation and interpretation of psychological media, making diagnoses, clinical decision-making, and formulating intervention plans that address risks but also harness existing strengths and supports), referrals, report writing, (summary and full reports) feedback sessions with parents, multi-disciplinary liaison, education/guidance, for caregivers and/or school- and/or community-based stakeholders; interviewing skills, ethical issues and the rights of the client. The practice of the educational psychologist (including critical reflection on current debates relating to the psychology profession).

### Family-oriented intervention 805 (OUB 805)

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| <b>Module credits</b>         | 10.00                          |
| <b>Prerequisites</b>          | No prerequisites.              |
| <b>Contact time</b>           | 1 lecture every fortnight      |
| <b>Language of tuition</b>    | Module is presented in English |
| <b>Department</b>             | Educational Psychology         |
| <b>Period of presentation</b> | Year                           |

### **Module content**

Diversity in families; family life cycle development; parameters of family functioning; family resilience models for the analysis of family functioning; family therapy models problems; analysis of families with special concerns, with family-orientated intervention with regard to all these aspects as the central theme.

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The information published here is subject to change and may be amended after the publication of this information. The [General Regulations \(G Regulations\)](#) apply to all faculties of the University of Pretoria. It is expected of students to familiarise themselves well with these regulations as well as with the information contained in the [General Rules](#) section. Ignorance concerning these regulations and rules will not be accepted as an excuse for any transgression.