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# University of Pretoria Yearbook 2016

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## Assessment for learning and development 874 (ODD 874)

<b>Qualification</b>	Postgraduate
<b>Faculty</b>	<a href="#">Faculty of Education</a>
<b>Module credits</b>	15.00
<b>Programmes</b>	<a href="#">MEd Educational Psychology (Coursework)</a>
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Educational Psychology
<b>Period of presentation</b>	Year

### Module content

Fundamental approach(es) 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; practice in the independent integration and synthesis of relevant subject-specific literature in preparation for own research: neuropsychological functioning, language (L1 and L2), 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.

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